WELSH HOUSE FARM COMMUNITY SCHOOL

"Inspired to grow and flourish."

PUPIL PREMIUM 2018/2019

Total: £207,240

(includes estimated £86,350 from 2019/20 allocation)

The Pupil Premium is an amount of money (additional to main school funding) the government allocates to each school, to support all pupils to reach their potential.

It is particularly aimed at pupils from disadvantaged backgrounds. Schools receive funding based on pupils who are eligible for Free School Meals or who have been eligible at any point in the last 6 years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. It is aimed at closing the gap in attainment that exists between disadvantaged pupils and their peers.

Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families. School are required to report this information.

The barriers that Welsh House Farm Community School faces are:

- Low starting points for pupils in key areas such as Language and Communication;
- Lack of wider experiences for pupils to use as a scaffold to learning in all areas of the curriculum;
- Newly arrived families in the UK, some with limited understanding of the education system;
- High number of English as additional language (EAL) families and families where English is the second language spoken in the home;
- Issues around Attendance and Punctuality acting as a barrier to learning, with difficulties engaging hard to reach families and ensuring regular attendance;
- Difficulties in families promoting a healthy lifestyle through diet and exercise due to financial restraints.

How we will spend Pupil Premium Funding to overcome these barriers.

Total: £207,240

(includes estimated £86,350 from 2019/20 allocation)

Enhancing the curriculum through: The provision of a wide range of extra-curricular activities including creative clubs and music tuition in drums and guitar. A wide range of Educational Visits including a residential experience for Y6 children. Implementation of Forest School initially in EYFS with a view to whole school participation. Workshops delivered in school by external organisations and individuals. Participation in both competitive sporting and academic events Provision of all clubs and extra-curricular activities	£40,000
EYFS TA supporting children with SEN TA supporting children with SEN in mainstream	£12,000 £10,725
Full time Family Worker	£33,900
EAL Intervention	18,350
CPD for all staff Training for Intervention provided by teaching assistants e.g. speech and language, precision teaching, turnabout training	10,000
Employment of experienced Mentor working with children on a regular basis including Easter and Summer School provision Community Trust Mentor working with children raising self-esteem and confidence	18,800 1,000
Speech and Language Therapy Support	7,176
New behaviour strategy and staffing support	£27,289
Expenditure anticipated during the course of the academic year to further support closing the gap in attainment between disadvantaged pupils and their peers.	28,000
TOTAL EXPENDITURE	**£ 207,240**

Reason for choosing approaches outlined above to overcome these barriers.

Having carried out case studies in our setting, we have identified key approaches that would support PP pupils reaching their true potential.

We use this in conjunction with the Education Endowment Foundation Teaching and Learning Toolkit to choose our approaches carefully to ensure maximum impact for our PP pupils. The EEF is an independent resource which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit is an accessible summary of educational research. It currently covers 21 topics, each summarised in terms of their potential impact on attainment, the strength of the evidence supporting them, their cost, and their applicability.

EEF Approaches Considered to be appropriate for our pupils.

Feedback (high impact for low cost)

Reading comprehension strategies/interventions (high impact for low cost)

Oral languages Interventions (high impact for low cost)

Phonics intervention (moderate impact for very low cost)

Outdoor Adventure learning (moderate impact for moderate cost)

Parental engagement (moderate impact for moderate cost)

Behaviour Intervention (moderate impact for moderate cost)

Social and emotional learning (moderate impact for moderate cost)

One to one tuition (moderate impact for high cost)

Sports participation (low impact for moderate cost)

Summer Schools (low impact for moderate cost)

Measuring Pupil Premium Spend.

Will we measure the impact of Pupil Premium throughout the year and finalise an end of year **IMPACT REPORT**.

We will need to close the gap by:

- **Raising attainment in Core Subjects (Reading, Writing and Mathematics) in EYFS, KS1, KS2 and the Resource Base for PP/EAL Children through quality first teaching and effective interventions.**
- **Increasing the percentage of pupils achieving age related expectations in Communication and Language in EYFS through quality first teaching and effective interventions.**
- **Increasing the percentage of pupils achieving age related expectations in Knowledge and Understanding of the world in EYFS (Educational Visits/Visitors)**
- **Improving attendance for PP Children.**
- Increasing the participation of PP children in OOHL, Sports Clubs, Music Tuition
- Ensuring a wide range of experiences/opportunities are provided within the school year to ensure PP pupils have the knowledge and understanding to support their learning and development.
- Ensuring a high percentage of PP Pupils attend Summer School.
- Increasing parental involvement in school – More Inspire Workshops to include Parental Guidance on issues around the community, health, e-safety, crime etc.
- Ensuring Behaviour is not a barrier to Learning.

Impact Log - Working Document from September 2018
Pupil Premium Spend - 2018-2019

Closing the Gap by:	Actions So Far…	Impact So Far…
Raising attainment in Core Subjects (Reading, Writing and Mathematics) in EYFS, KS1, KS2 and the Resource Base for PP/EAL Children through quality first teaching and effective interventions.	End of Year Attainment/Progress targets have been set for All pupils – including PP/EAL pupils. Targets are challenging to support closing the gap. Interventions have been planned and implemented for the Autumn term (12 week programme).	Staff have targeted specific pupils for intervention to ensure accelerated progress. Pupils are receiving quality interventions to support closing the gap.
Increasing the percentage of pupils achieving age related expectations in Communication and Language in EYFS through quality first teaching and effective interventions.	End of Year Attainment/Progress targets have been set for All pupils in EYFS for each ELG's. Speech and Language Interventions are in place to support accelerated progress in communication and Language	Staff have targeted specific pupils for intervention to ensure accelerated progress. Pupils are receiving quality interventions to support closing the gap.
Increasing the percentage of pupils achieving age related expectations in Knowledge and Understanding of the world in EYFS (Trips/Visits)	Visits from Police and Fire Services have been arranged. Autumn Term trip to theatre has been arranged	
Improving attendance for PP Children.	Attendance for all Groups is being monitored. Attendance team applying a range of successful strategies to encourage attendance.	School Attendance is 96% PP percentage is in line with national figure.
Increasing the participation of PP children in OOHL, Sports Clubs, Music Tuition	78% of Pupil Premium pupils are involved in OOHL (Sports Clubs, Create Club, Music Tuition and Sports Competitions).	PP pupils have access to a variety of experiences that promote health and wellbeing.
Ensuring a wide range of experiences/opportunities are provided within the school year to ensure PP pupils have the knowledge and understanding to support their learning and development.	Every Class have arranged a minimum of two purposeful trips/experiences for the Autumn Term. We have Celebrated Black History Month Diwali and Commemorated the 100 year anniversary of WW1.	Pupils have been provided with a range of experiences to support their learning.

Increasing parental involvement in school – More Inspire Workshops to include Parental Guidance of issues around the community, health, e-safety, crime etc.	Inspire Workshops have been agreed and carried out for Autumn Term.	Strong parental engagement. Parent Feedback stated that they have been a useful tool to support learning at home.
Ensuring Behaviour is not a barrier to Learning.	New behaviour system has been implemented – Supporting transition times. Groups are being monitored and support is being put in place.	Behaviour Incidents continue to decrease.
Ensuring a high percentage of PP Pupils attend Summer School		