

Use of Pupil Premium Funding 2019-2020

Report for the financial year from April 2019 – March 2020

Copthorne CE Junior School

Our school has been allocated additional funding through the Pupil Premium Grant. This document outlines what the Pupil Premium is and how it has been used to support both individuals and groups of pupils at our school. The impact of the outcomes of individual interventions has also been evaluated.

What is the Pupil Premium?

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between pupils eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantaged reaches the pupils who need it most. This funding is additional to the main school funding.

The aim of the Pupil Premium is to enable the school to target pupil attainment and ensure the pupils achieve their maximum potential. In order to ensure that the additional monies have the maximum impact on the targeted pupils, through analysis carried out of the pupils academic progress against other pupil groupings in school and national data.

How is the Pupil Premium allocated to the school?

The amount we receive is determined by:

- The number of pupils who have been known to be eligible, or are currently eligible, for free school meals (FSM) or who have been in the past 6 years (ever6).
- Pupils who are looked after Children (LAC).
- Pupils who were adopted from care, are under a special guardianship order, a child arrangements order or a residence order.
- Pupils who are Service Children.

Who decides how the funding is used?

The school decides on how the funding should be spent and ensures that it is used for the purposes intended. Schools are held accountable for how they use the funding.

How do we identify pupils?

Like all children in school, those who are considered to be vulnerable or socially disadvantaged are assessed and supported so that their needs are addressed as part of the provision we make through the Pupil Premium. We also recognise that not all pupils who receive free school meals (FSM) or who are looked after Children (LAC) will be socially disadvantaged. Equally, not all pupils who are socially disadvantaged are registered FSM or LAC. Therefore our Pupil Premium funding is allocated for individuals and groups of pupils identified as:

- Socially disadvantaged and/or eligible as FSM/LAC.
- Vulnerable and at risk of underachievement - having been identified with specific learning, or complex needs.
- Subject to a child in need plan or child protection plan.

How do we provide for our pupils?

The attainment of our disadvantaged pupils can be raised through a variety of interventions. The following range of provision has been employed, as appropriate, for these pupils:

- Providing additional support in and out of the classroom, including an additional teaching to allow the class teacher to have an opportunity to work with Pupil Premium Learners in a small group or one to one.
- Facilitating access to the whole curriculum e.g. school trips
- Ensuring the children are correctly equipped (including school uniform)
- Focused subject-specific support, 1 to 1, or in small groups using evidence-based programmes
- Providing further, stimulating learning opportunities including working with the Learning Mentor
- Offering alternative intervention, possibly using outside agencies to diagnose and support emotional needs that are considered to be essential for positive learning
- Funding for our in-house early morning learning club which runs before school

As a school we have decided not to cover outside school clubs, non-school activities (for example Brownies), disco tickets, school photos etc. If you are any in doubt please contact the school office.

How do we know if we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored rigorously through the school's extensive tracking and monitoring systems. Pupil Progress Review Meetings are held every term to discuss progress and make suggestions for further solutions for any lack of progress. The progress that pupils make will vary according to the innate abilities of each child but should a concern arise, the provision made for that child will be reviewed by the class teacher, including additional intervention and provision of resources.

Pupil Progress reviews closely track children receiving interventions through pupil premium funding they also ensure the impact of those interventions are monitored alongside value for money. The tables attached to this report show how the Pupil Premium has been used and includes information about pupil attainment.

What has had a positive impact on learners?

A number of our pupils have received more than one intervention at any one time, or over a period of time, with positive effect. A priority throughout the school is to ensure that pupils have access to high quality teaching and a positive learning environment. Highly

trained Teaching Assistants enable the school to provide a range of focused group and one-to-one activities in reading, writing, phonics, maths, speech and language, social and motor skills, all designed to enhance learning. These are some of the interventions that we run in school.

- Learning mentor one-one sessions and small group work to remove barriers to learning
- Phonics programme
- Jump Ahead motor skills programme

Funding received (Apr 2019- March 2020)

Amount per pupil eligible for Pupil Premium Funding
£1320
Amount per pupil eligible for Pupil Premium Funding due to being a child who is looked after or adopted
£2300

Allocation for Pupil Premium (FSM) children (x 8 children)
£10,560
Allocation for Pupil Premium children due to being looked after or adopted (x 1 child)
£2,300
Ever 6 pupils (x 7 children)
£9,840
Total £20,700

Please note the funding above is allocated according to numbers as of March 2019. Please see below the actual number of Pupil Premium pupils in the two academic years that run across the financial year

Number of Eligible Children (September 2018- July 19 academic year)

	Total	Girls	Boys	Year 3	Year 4	Year 5	Year 6
Pupil Premium/ Ever 6	16	7	9	3	5	3	5

Number of Eligible Children (September 2019- July 20 academic year)

	Total	Girls	Boys	Year 3	Year 4	Year 5	Year 6
Pupil Premium / Ever 6	14	4	10	3	3	4	4

Actual Expenditure**How funding has been spent**

Item	Cost
Learning Mentor and Learning Support Assistant and breakfast club salaries to support children in class and through 1:1 sessions	£18,270
Free school meals for those in need but do not qualify for Pupil Premium	£450
Residential school trips for those children who would otherwise not afford to attend	£1650
School uniform	£50
ICT programmes to support learning	£230
Work packs for children who travel	£50
TOTAL	£20,700

<u>Objectives set for 2019 - 2020</u>	<u>Impact</u>
To know individual barriers to learning for each child and work towards breaking down these barriers	Pupil Premium pupils in need of emotional support had a key adult to support them. Confidence and self-esteem levels have risen. Children report feeling that they are more confident and making progress. There is evidence that pupils are using strategies to regulate their emotions. Each class has a toolbox for “Zone of Regulation” which has helped their learning behaviour. Lunchtime nurture clubs helps support children during this time in school making them feel calm and secure. Adult support in classroom has allowed teachers to provide targeted support to allow for the majority of children eligible for PP to achieve. In addition to this one on one support for two of the pupils has ensured the children have been well supported in their learning.
To ensure all children eligible for Pupil Premium funding make good progress	Pupil Premium pupils made the following progress – (based on 4 points Target Tracker) Reading – 64% Writing – 43% Maths – 50% Staff have used Target Tracker to identify gaps in learning and work towards reducing those gaps. Specific Interventions have been planned and implemented to support pupils.
To work towards all children eligible for Pupil Premium funding attaining age related expectations	28% of pupils achieved age related expectations in Reading and Maths with 14% achieving this in writing
To continue to engage with parents	Staff have met regularly with parents: - To discuss pupil progress – To share information about gaps which could be worked on at home – To discuss barriers to learning and what can be done to overcome them
To ensure children eligible for Pupil Premium are ready to learn.	A small number of Pupil Premium pupils have attended the early morning club. They have been supported in their reading and homework during these sessions. Attending the session has meant that the children are ready to learn when they join the class. Hot meals have been offered to all children eligible for pupil premium.

	We have funded school uniform for pupils in need.
To ensure children eligible for Pupil Premium have equal opportunities	All Pupil Premium pupils have attended residential trips, day visits and participated in out of school activities. No pupil has missed out on attending any trip for financial reasons. Children have had the opportunity to attend an all inclusion PE session in the Locality. Traveller children have been provided with work packs to ensure they keep up to date when they are away. The workbooks they have meant they do some age related work to prevent them from falling too far behind.

How well are children in receipt of Pupil Premium funding achieving?

Number of children who receive Pupil Premium Funding who made expected or better **progress** in combined subjects (Reading, Writing and Maths)
September 2019 – March 2020

Cohort Information (2019 – 2020)

Characteristic	Number in group	Percentage of group
Boys	10	71%
Girls	4	29%
SEND Support	9	64%
EHC Plan	1	7%
EAL	0	0%

4 points or more progress (Target Tracker) – Reading, Writing and Maths

Year 3	Year 4	Year 5	Year 6
1 (33%)	1 (33%)	0	2 (50%)

Number of children who receive Pupil Premium Funding who have made 4 points or more progress for reading

Year 3	Year 4	Year 5	Year 6
2 (66%)	1 (33%)	3 (75%)	3 (75%)

Number of children who receive Pupil Premium Funding who have made 4 points or more progress for writing

Year 3	Year 4	Year 5	Year 6
1 (33%)	1 (33%)	2 (50%)	2 (50%)

Number of children who receive Pupil Premium Funding who have made 4 points or more progress for maths

Year 3	Year 4	Year 5	Year 6
1 (33%)	2 (66%)	1 (25%)	3 (75%)

Number of children who receive Pupil Premium Funding who met age related expectations for reading

Year 3	Year 4	Year 5	Year 6
0	0	2 (50%)	2 (50%)

Number of children who receive Pupil Premium Funding who met age related expectations for writing

Year 3	Year 4	Year 5	Year 6
0	0	0	2 (50%)

Number of children who receive Pupil Premium Funding who met age related expectations for maths

Year 3	Year 4	Year 5	Year 6
0	0	2 (50%)	2 (50%)

End of Year 6 Academic Results for Children in receipt of Pupil Premium

Table to show SATs test results (2019) for those children eligible for Pupil Premium funding

Cohort total = 60 children Children eligible = 5 children

	<u>Expected Standards</u>			<u>Greater Depth</u>		
	Pupil Premium	All pupils	National	Pupil Premium	All pupils	National
Maths	40%	67%	76%	0%	18%	24%
Reading	40%	72%	75%	0%	22%	28%
Writing	40%	64%	78%	0%	12%	20%