

Pupil Premium

The pupil premium for 2019-20 is allocated to schools with pupils on roll in January 2019 who are known to have been eligible for free school meals at any time in the last six years, for any children who are 'Looked After' or 'Post Looked After' (have been adopted from care within the UK) and children of parents serving in the Armed Forces. Schools have the freedom to spend the Premium in a way they think will best support the raising of attainment for these disadvantaged and vulnerable pupils.

The main barriers that our children in receipt of pupil premium face are:

- attachment issues and other emotional needs (especially in the case of adopted or children in care),
- financial restraints preventing access to the wider opportunities, such as residential trips,
- lack of resources at home such as a range of books and computer equipment,
- lack of quiet places to complete homework due to overcrowded conditions or a lack of support with learning at home.

We will ensure that:

- all staff are aware of who our disadvantaged and vulnerable children are,
- all children in receipt of Pupil Premium benefit from the funding, not just those who are underperforming,
- children's needs are considered carefully,
- all staff are involved in the analysis of data so that they are fully aware of the strengths and areas for development across the school.

Due to COVID-19 closure of much of school the impact of our Pupil Premium spend came mainly from the work we did between September 2019 and March 2020. The spending on staff salaries continued as we were locked down following government and Hertfordshire County Council instructions.

While school was closed we supported our children in receipt of pupil premium in a range of ways including;

- organising the loan of ipads or Chromebooks to help them access on line learning
- Provision of learning resources – such as base 10 counting blocks
- Provision of specific items from school to aid with sensory issues and calming activities
- Skype phone calls to support children and encourage them to work
- Photocopies of any work sent out

- Access to online counselling
- Access to our Emotional Well-being Mentor throughout lock down.
- Access to our nurture group room leader to help children continue to feel connected to school
- Access to school throughout lockdown

Over the year 2019-20 the school had £ **46,280** pupil premium money.

2019-20 Our Pupil Premium was spent on:

Project	Cost Approx.	Objective	Outcome	Additional notes re COVID-19
English and Maths - additional TA time	£18270	Additional TA time to support disadvantaged pupils in maths and English, through interventions, small group working and in the classroom, in order to ensure at least expected progress.	At least 50% of the children in receipt of Pupil Premium were working at ARE or above in reading, writing and maths. 75% of children in receipt of Pupil Premium (who did not have additional needs) made good progress.	Many of these groups had not be running very long and so the impact was more limited.
English and Maths – additional teacher hours	£2000	Intensive support for children who are in receipt of Pupil Premium to ensure at least expected progress.	At least 50% of children in receipt of Pupil Premium were working at ARE or above in reading, writing and maths. 75% of those disadvantaged children (who did not have additional needs) made good progress.	Most intensive catch up groups were planned from February half term – these did not take place
Staff training	£1500	Maths intervention- to enable support staff to effectively support the children with gaps in their knowledge	This training showed the staff how to assess where the gaps were in children’s understanding of maths and how to fill those gaps with a structured approach to maths basic skills. This was being used successfully to help children catch up before the lockdown.	
Social skills	£500	Social skills groups	These groups have meant that	

groups		across the school.	children have been able to take turns and talk as part of a small group. Having spoken language and interactions modelled for them. We have seen a boost in concentration and in confidence. This confidence has meant that children have been more willing to tackle new learning challenges. Some social groups that ran in the Autumn term were able to stop as the children had made such progress with turn taking and playing in appropriate ways.	
After school and enhancement activities	£500	To enrich children's lives and provide them with opportunities to develop their social skills – through attendance at clubs such as dance, gym, Brownies, holiday club, guitar lessons.	These clubs have been enjoyed by the children and have developed their team working. In many cases these have been important in relieving pressure for parents at home and allowed parents to spend quality time with the child's siblings, making family life calmer and ensuring that children come into school in the mornings ready to learn. The guitar lessons have meant that children have been able to develop a hobby and skill.	
Pupil Progress meetings.	£1000	To provide time for teachers to meet to discuss disadvantaged children and to identify ways in which their needs can be met. To monitor interventions to ensure effectiveness.	These meetings have been successful in identifying the next steps for children and ensuring the Pupil Premium is being spent in the most effective way to ensure maximum progress.	
Access to school trips	£500	To ensure that children can attend trips regardless of	All disadvantaged children have been able to attend school trips, including the residential trip for	

		family income.	the year 4s. This has meant that children have had the same opportunities to learn out of the classroom as their peers. It has enhanced their life experiences and given them opportunities to try activities that they would not otherwise have been able to do. This has boosted their self-esteem and confidence, which also has a positive effect on academic learning.	
Fruit and lunch	£1350	To pay for fruit and milk for disadvantaged children in KS2. To pay for lunch for disadvantaged KS2 children who no longer qualify for free school meals.	Children are receiving a healthy diet. They are able to concentrate in class because they have had a good lunch or mid-morning snack.	
Support with emotional needs	£6000	Emotional mentoring: range of interventions, including My Time and Drawing and Talking, provision of small group environment.	A range of interventions have been accessed by these children. There have been opportunities for children to understand their feelings and those of people around them. Pupil voice at the end of interventions shows that children have appreciated the time given to them and feel that they are coping much better with their issues and are more able to self-regulate, enabling them to access the curriculum more readily. This work has enabled them to continue in school without being excluded and to make progress. It has enabled very anxious children to learn strategies to manage their anxiety and be ready for the next stage of their schooling.	

			<p>It has supported children through traumatic events in their lives.</p> <p>SDQ scores have improved for all children.</p>	
Playtime support	£2000	To enable us to run indoor and outdoor classrooms where children can sit quietly and play board games.	This intervention has meant that children who want or need to spend some time quietly indoors playing over the long lunchtime play have been able to. Playtime disputes have reduced, and children have happier playtimes and come back to class ready to learn.	
Support for additional needs	£5000	To employ adults that can give these children much needed 1:1 or small group time, to ensure they are listened to and are able practice learning skills or have movement breaks as necessary.	This has had an impact on enabling a child with high anxiety to come to school and be able to function in the classroom, with opportunities to leave the room for a movement break or to have an adapted work task if the work is too challenging.	
Additional TA in nursery	£1600	To support the small group of disadvantaged children to further develop their speaking and listening and reading and maths skills	These children enjoyed the extra challenge of working in a small group. They were beginning to work above ARE	
Support for families	£1800	To enable our Emotional Well Being Mentor to work with parents who are struggling.	Parents have been supported to know how to approach issues with their children and she has been able to work towards the children feeling more secure at home and more ready to come to school ready to learn, with fewer worries and concerns.	

Resources/ computer club	£4800	To provide additional books and computer programmes for use in class, computer club and at homework club.	The children were given the opportunity to access to the appropriate resources to enhance their learning and ensure they make good progress.	
--------------------------------	-------	---	--	--

Our Pupil Premium budget for 2020/21 is £42,290. We envisage that next year our pupil premium will be spent in similar ways, with an increased spend for part of the salary for our post of Emotional Well-Being Mentor, who works with families and children who need emotional additional support. A proportion of our Pupil Premium will be spent on our nurture group to enable children who are unable to learn effectively in a busy class room, due to anxiety or another learning difficulty, to work in for some of the day in here (in 2019-20 70%of the children accessing the room were in receipt of Pupil Premium).

- Support for emotional needs through well-being mentor, additional teaching assistant time to run social skills groups, provide 1:1 drawing and talking and protective behaviours.
- Continued use of the Readit2 scheme – to develop literacy skills and a love of books.
- Support for parent and child needs through parenting courses.
- Provision of small group and 1:1 tuition with a qualified teacher in maths and English.
- To purchase ‘Back on Track’ materials from HfL which will enable us to support children with gaps in their learning caused by lockdown, our evidence so far is that those with the greatest gaps are disadvantaged pupils.
- Provision of additional nursery hours.
- Provision of fruit snack, milk and school meals for children in KS2.
- Training for staff in skills, techniques and intervention activities to support children’s learning.
- Training for staff to identify and support emotional needs such as those caused by attachment disorder or lockdown.
- Non-contact time for teaching staff to thoroughly assess children and identify the next steps of provision and closely monitor progress.
- Purchase of resources to use at school and at home.
- Support with funding activities out of school hours, such as school clubs, Cubs and swimming lessons.
- Purchase of specialist equipment and clothing to enable full integration into school.

We review the progress of the children in receipt of Pupil Premium regularly and we will review this report in September 2021.