

Handale Primary School

Pupil Premium Grant Report 2019 - 2020

# Overview of the school 2019-20

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| **Number of pupils and pupil premium grant (PPG) received** | |
| Total number of pupils on roll (YR – Y6) | 198 |
| Total number of pupils eligible for PPG | 87 |
| **Total amount of PPG received** | £114 840  (£1320 per pupil) |

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| **What is the Pupil Premium?** |
| The Pupil Premium was introduced in April 2011. It is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed forces personnel.  The Pupil Premium for 2019-20 was allocated to schools with pupils on roll in January 2019 that were known to have been eligible for free school meals at any time in the last six years.  Schools have the freedom to spend the premium, which is additional to the basic school budget, in the way they think will best support the raising of attainment for the most vulnerable pupils.  We ensure that teaching and learning opportunities meet the needs of all pupils and that appropriate provision is made for children who belong to vulnerable groups. This includes ensuring the needs of socially disadvantaged pupils are assessed and addressed.  The Barriers to Learning for some pupils currently in receipt of Pupil Premium may include-:   * Communication and Interaction-e.g. Difficulty with the acquisition / use of language, literacy, numeracy skills * Cognition and Learning- e.g. Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding. * Social and Emotional Needs- e.g. they may sometimes appear isolated, have immature social skills, be overactive and lack concentration. * Sensory Needs * Resilience * Access to enrichment activities.   The strategies the school is developing is to address the barriers are designed to support **all** children to achieve academically and develop emotionally to benefit from the opportunities provided for them.  Disadvantaged children are rigorously tracked by dedicated senior leaders above and beyond the pupil tracking system. We work tirelessly for the children to make at least as much progress as their peers and that any gaps identified are addressed and narrowed.  In addition, the school ethos is that the progress, attainment and well-being of disadvantaged children is everyone’s responsibility. All staff have high expectations of all children. We strongly believe that |

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| with the right level of support (including providing opportunities to stretch and challenge) gaps can be closed and the progress and attainment bar raised for all pupils.  The Governing Body, the Head Teacher and the Deputy Headteacher (PPG Lead) have put the following in place: |
| * Pupil tracking systems have been refined to monitor the progress of children who are eligible for Pupil Premium. * The Leadership Teams analyse performance data, tracking differential attainment of groups and reorganising staffing/resources as required. * Additional assessments made by external agencies for pupils who have been identified   as at risk of not making progress. |

**Measuring the impact of our Pupil Premium Spending 2019 /2020**

At Handale Primary School and all schools nationally, the period from 23rd March 2020 until the end of the 2019-20 academic year has been dominated by the Covid -19 pandemic. The reduced opening of schools from March 23rd followed by the wider reopening on June 1st has had a profound impact on our ability to implement the actions and strategies outlined in our Pupil Premium Strategy alongside the planned expenditure of the Pupil Premium Grant (PPG). Consequently, it has not been possible to evaluate the impact of these plans as provision was adapted, often in the light of ever-changing guidance, to support our disadvantaged children and families. We have continued to address the challenges faced by children who experience disadvantage and here at Handale Primary School we have put the following measures in place since March 23rd to support all families, including those eligible for the Pupil Premium Grant:

• School has been open since 23rd March for all vulnerable children and those children whose parents are key workers

• Weekly phone calls and check ins with all families

• Extra support for families where children are vulnerable which includes those in receipt of pupil premium

• Packed Lunches and food vouchers for all children eligible for free school meals

• Remote learning for all children with feedback from class teachers and paper packs available for this cannot access learning online

• Transition arrangements so that all children can meet their new teachers

• Wider opening of school to children in every year group

During 2020-21, in the event of a bubble collapsing, we will put into place the following actions for all pupils, including those eligible for the Pupil Premium Grant. These actions will run alongside the academy Pupil Premium Strategy:

• Weekly phone calls and welfare check ins with all families

• Extra support for families where children are vulnerable which includes those in receipt of pupil premium

• Food vouchers for all children eligible for free school meals

• Remote learning for all children with virtual teaching and feedback from class teachers and paper packs available if the learning cannot be accessed online. Laptops loaned to families who need them.

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| **Nature of Support 2019 /2020** |
| Using the Edukit well-being surveys and pupil questionnaire we identified strategies that we felt would benefit the Pupil Premium children at Handale Primary School. Some of them are listed below-:   * Four Teaching Assistants were appointed to focus on supporting pupils that are eligible for FSM in FS, KS1 & KS2 respectively. * A Teaching Assistant was appointed in nursery to work with EYPP pupils. * Staff were released to work with nursery parents (PEEP project) and an additional member of staff was employed for the project * An additional Teaching Assistant was employed to work with the SEND pupils also eligible for the PPG * Reading: phonics and reciprocal reading strategies were embedded throughout school * Inspire maths was embedded and encourages collaborative learning * Strategic use of the school’s Learning Mentor to effectively manage the needs of disadvantaged families, working alongside the Deputy Headteacher and Headteacher on evidence gathered from Edukit, pupil questionnaires,   behaviour logs and other agencies.   * Teaching assistants were trained to deliver high quality phonics sessions * Targeted interventions were provided by four dedicated teaching assistants and one SEND teaching assistant who have worked alongside the teachers to provide high quality interventions under the direction of the Key Stage lead and class teachers. * All interventions were identified on provision maps * All staff delivering interventions completed impact evaluation sheets which were updated regularly. * The school’s Healthy School Lead continued to work with the local Public Health Commissioner, (Scott Lloyd) in order to provide opportunities to promote healthy lifestyles and termly meetings were planned to review progress and to prioritise future actions. These actions will benefit disadvantaged pupils in particular. * PE Timetabling was reviewed across school * The school Healthy Snack and Healthy Packed Lunch policies was drafted and implemented. * Offsite visits linked to the curriculum topics and transition * All after school clubs are free to all pupils and the take up by those pupils eligible for the PPG is monitored. |