

What is Pupil Premium?

The Pupil Premium is a funding stream from the Government that is allocated to schools on the basis of the numbers of disadvantaged pupils. National data indicates that disadvantaged pupils do less well in schools than their peers. This funding is additional other school funding so that we can provide extra support and resources to narrow the gap in achievement for these pupils.

Who is eligible for Pupil Premium and what is the amount of the grant?

Pupils who attract the Pupil Premium grant are defined below:

Disadvantaged Pupils	Pupil Premium per Pupil
Eligible to receive of Free School Meals because of low family income.	£1,320
Have been eligible to receive of Free School Meals because of low family income at any point in the last six years (known as the 'Ever 6').	£1,320
Local Authority 'Looked After' children.	£1,900
Children who have been adopted from care.	£1,900
Children who have left care under 'Special Guardianship'.	£1,900
Children who are recorded as 'Ever 4' service children or in receipt of a child pension from the Ministry of Defence.	£300
Early Years Eligible to receive of Free School Meals because of low family income.	£320

What should Pupil Premium be spent on?

Pupil Premium is not ring fenced at school level. Schools are trusted to use this funding for the purpose it was intended but in creative ways that deliver the intended outcomes and displays best practice. 'Pupil Premium is not a personal budget, it's a proxy measure for getting more money into schools taking into account the school's context.' Department for Education.

How much does Kippax Ash Tree receive from the Pupil Premium grant?

Number of funded eligible Pupils	Ash Tree Pupil Premium Grant 2020/21
86 Free School Meals	£113520
78 Ever 6	£6660
1 Children looked after / Special Guardian	£1900
1 Ever 4	£300
Total	£122380

What is the profile of Ash Tree Pupil Premium Pupils in the 2020/21 Academic Year ?

Number of families with eligibility to Pupil Premium (FSM) has increased, particularly during the national Lockdown period. Many of our children with FSM eligibility face other disadvantages or barriers to learning in addition to low income, such as having special educational needs, attendance issues, social care involvement or significant emotional need at home that has impacted upon them.

- □Almost half (46%) of our Pupil Premium children also face difficulties through one other of the above in addition to low income.
- □31% are on the Special Needs Register.
- □18% experience two other barriers in addition to low income (SEN, poor attendance, social care involvement or significant emotional need).
- We seek to combine this knowledge of each child to formulate a programme of provision so our support can be best targeted to raise achievement and attainment.

What did Ash Tree spend its Pupil Premium Funding on in 2019/20?

Some of the interventions below are accessed by non-disadvantaged pupils and the cost topped up from the general school budget.

Colour key	No impact evident	Some possible impact	Evidence of positive impact	Sustainable strategy for next academic year	Unable to assess due to lockdown
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What did Ash Tree spend Pupil Premium Funding on in 2019/20?

Issue Identified	Action	Cost	Impact to be evaluated Sept 2020
Poor attendance	Attendance monitoring and parent liaison hours for Learning Mentor. Liaison with Extended Services including home visits Fast Track Attendance Initiative rolled out – half termly letters sent to all families with 92% or less attn. Pastoral Leader – home visits, daily phone calls, transporting children	£1,000	Attn. continues to be a focus area for PP learners – Holidays in term time being a significant on-going issue. HT to take to HT forum LLC to discuss
	Incentive programme 'Kippaxopoly' Inter-class competition. Highest attn & most improved attendance focus Use of Dojo for class teachers to share with parents what children are missing		<i>*Data not available due to Mar 20-Jul 20 Lockdown</i>
Failure to complete homework & engage in learning beyond the classroom	Enrichment clubs – including weekly targeted and specific tutoring by class teacher of children before/ after school	£5000	All PP children requesting Enrichment club give places to support increased confidence and engagement with education All 'under-achieving' children to be considered for specific invites to tutoring
Low reading levels including low phonics scores	Review and Development of RWInc with identified RWInc leader in school ensuring fidelity to programme and Fresh Start Tutoring. Fluency tutoring groups in upper KS2 (Steve Dawson strategy) led by TAs	£2,000	Improving progress data each/KS2 term of academic year of 2019/20 <i>*Data not available due to Mar 20-Jul 20 Lockdown</i>
Low reading Levels	Increased individual reading sessions for identified children – new text and development of KS1 library spaces to increase engagement in reading	£2000	Confidence in reading growing – progress data for internal data tracking report evidences improve out comes in KS1 reading <i>*Data not available due to Mar 20-Jul 20 Lockdown</i>
Low levels of fluency in reading	Y5 FSM pupils daily listening to KS1 FSM readers to support their own fluency and promote reading	£0	Younger children get to see positive role models and older children practice their own fluency skills.

Low levels of Speech and Language	Enhanced SaLT package from LA HLTA leading KS1 SaLT interventions Teacher & NNEB trained in Talk Boost Intervention Additional SLA agreed to employ 'Chatterbugs' one day each week to support SaLT further	£6,500 £2000 £1000 £11255	SaLT outcomes improving via attainment of SaLT IEP target attainment
Need to track, plan for and monitor changing needs/support required	DHT working with key identified groups in KS1 to ensure children with significant need have quality first input	£20000 1x DHT working 0.5 approx in class	DHTs ensure disadvantage plans are implemented, are working with identified groups and monitor and evaluate processes on half termly basis. Support T&L in classrooms to improve quality first teaching delivered
On-going therapeutic support is limited	Therapeutic resources for individual children to support (CLA)	£500	*Data not available due to Mar 20-Jul 20 Lockdown
Carer requests for CLA residential and trips costs	CLA / Special Guardianship some paid residential and trips costs	£1000	*Data not available due to Mar 20-Jul 20 Lockdown
Family finance issues around Universal Credit claims	FareShare Programme – providing food for families in financial crisis	£500 + £500 staffing	Families in crisis offered practical weekly support, extending to uniform shop.

Children unable to afford school trips	Subsidy for PP pupils	£1,000 allocation per year	
Underachieving readers / mathematicians	Weekly intervention sessions led by HT & DHT Weekly tutoring before and after offered for by SLT for underachieving learners	£8,000	Limited evidence of improvements seen, clear link I progress between those families engaging in the tutoring model, where child given 'choice' by parent less impact / attendance
Emotional support needed for children with one of more ACE within school	Development of 'Soul Kitchen' programme for identified children to develop self care strategies and life skills, PHSE concepts and opportunity to talk in a different context	2x 0.5 days Lng Mentor time £4000	*Data not available due to Mar 20-Jul 20 Lockdown
Under attainment for SEN/D learners	Sensory circuits implemented daily with additional focus upon phonics teaching and decoding skills	£2,000	Individual examples of positive success. Consistency and application required daily practice of skills – lockdown meant some of this progress was not maintained

Additional money from the school budget is also used to targets Pupil Premium children's intervention and support our 'vulnerable learners' regardless of economic status. As such the identified budgets are in excess of our Pupil Premium budget.

How is the impact of Pupil Premium monitored?

The impact of the Pupil Premium spend is monitored by the Head teacher and by the Governing Body via termly reports to the Governing Body where outcomes and pupil progress are analysed, leaders are held to account for outcomes in learning

What is the sustainability of the Pupil Premium Strategies put in place?

Sustainability of strategies is dependent upon pupil number and PPG allocation. In the last 3 academic years we have had a falling birth rate in the area and therefore this has had budget implications. Where we have not seen a positive impact, strategies have not been continued or adapted. We have been unable to sustain some intervention based upon limited impact so far and reduced budget. As we were supporting the PPG and approaches from the main school budget some adaptation is required to continue more successful approaches into the next academic year. Staffing changes and leadership structure will further have an impact upon sustainability over the next academic year.

What will Ash Tree spend Pupil Premium Funding on in 2020/21?

Issue Identified	Action	Cost	Impact to be evaluated Sept 2021
Poor attendance	Attendance monitoring and parent liaison hours for Learning Mentor. Liaison with Extended Services including home visits Fast Track Attendance Initiative rolled out – half termly letters sent to all families with 92% or less attn. Pastoral Leader – home visits, daily phone calls, transporting children (walking only) Using working off site strategies where possible	£1,000	
	Use of Dojo for class teachers to share with parents what children are missing		
Failure to complete homework & engage in learning beyond the classroom	Sport based Enrichment Clubs, redeveloped curriculum with short units and more child centred topic to keep interest and engagement high	£5000	

Low reading levels including low phonics scores	Review and Development of RWInc with identified RWInc leader in school ensuring fidelity to programme and Fresh Start Tutoring. Fluency tutoring groups in upper KS2 (Steve Dawson strategy) led by TAs Lexia programme to support upper KS2 pupils with phonic issues	£7,000	
Low reading Levels	Increased individual reading sessions for identified children – new text and development of KS1 library spaces to increase engagement in reading	£2000	
Low levels of fluency in reading	Y5 FSM pupils daily listening to KS1 FSM readers to support their own fluency and promote reading	£0	
Low levels of Speech and Language	Chatterbugs SALT therapist (weekly) training of 2 other members of staff (total of 4 trained staff) HLTA leading KS1 SaLT interventions Teacher & NNEB trained in Talk Boost Intervention Nuffield Early Language Intervention (Pilot Programme)	£8000 £6,500 £2000 £1000 Free	
Need to track, plan for and monitor changing needs/support required	DHT working with key identified groups in KS1/2 to ensure children with significant need have quality first input	£20000 1x DHT working 0.5 approx in class	
On-going therapeutic support is limited	Therapeutic resources for individual children to support (CLA)	£500	

Therapy Dogs	2 trained therapy dogs (0.4 each) working with identified children and groups	£300	
Underachieving readers / mathematicians	Weekly intervention sessions led by SLT Weekly tutoring before and after offered for by SLT for underachieving learners (Jan-	£8,000	

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