

PUPIL PREMIUM REPORT TO PARENTS SEPTEMBER 2019-2020

The Pupil Premium (PP) was introduced in April 2011 to support children from low-income families who were eligible for free school meals (FSM), looked after children and those from families with parents in the Armed Forces. In 2012-13 the Government extended the eligibility for the Pupil Premium to include pupils who had been receiving free school meals at any point in the last 6 years (Ever6 rule).

Nationally, the statistics show that pupils in the above groups often do less well than their peers at school. The aim of this money is to try to close the attainment gap between pupils and to try and remove any barriers to learning that pupils may face. .

At St Paul's and All Hallows' we will ensure that the additional funding reaches the children who need it most and that it makes a significant impact on their education and lives.

Amount of Pupil Premium Funding

Financial Year	Number of looked after pupils eligible for Pupil Premium	Pupil Premium grant per pupil			Total
2016-2017	2	@£1320 37 Children £48,840 88 children £116,160			£165,000
2017-2018	2	@ £1320 37 Children £48,840 85 children £112,200			£161,040
2018-2019	0	@ £1320 28 children £36,960 72 children £95,040			£132,000
2019-20	0	@1320 23 children £30,360 60 children £79,200			£109,560

Diminishing the gap for our year 6 pupils

Year 6 Indicator	2014/15 gap between FSM and non FSM	2015/16	2016/17	2017/18	2018/19	
Attainment – Reaching expected in English	-2.3%					
Attainment – Reaching expected in mathematics	8.7%					
Average points score – English	-0.4					
Average points score – Reading	-0.9	Reading (100+) +0.6%	Reading (100+) +17.4%	Reading (100+) -8%	Reading (100+) +6.6%	
Average points score – Writing	1.0	Writing T.A. +19.8% (at or above)	Writing T.A. +13.2% (at or above)	Writing TA -3.8%	Writing TA +2.5%	
Average points score – Mathematics	-0.1	Maths (100+) +5.9%	Maths (100+) +15%	Maths 100+ -9.8%	Maths (100+) +16.6%	
Achievement – expected progress in English	2.2%	GPS (100+) +9%	GPS (100+) +20.3%	GPS (100+) -1.5%	GPS (100+) +21.2%	
Achievement – <i>more than</i> expected progress in English	2.2%	In all areas PP pupils achieved better than	In all areas PP pupils achieved better than	In all areas, children without pupil premium achieved better.	In all areas, children with PP achieved better.	

		non PP	non PP			
Achievement – expected progress in mathematics	-10%					
Achievement – <i>more than</i> expected progress in mathematics	-21.1%					

+ means pp is greater than non pp - means non pp is greater than pp

Record of Pupil Premium spending in 2019-20

Item/Project	Cost/ Allocation £	Description of activity, including year groups number of pupils involved and timescale	Intended outcomes	Actual Impact
Parent support worker	£6,000	<p>The support given by the parental support worker is varied and specific to need. All parents from Nursery to Year 6 can access this support. Parents can refer themselves. Alternatively they are signposted by a member of the SLT acting on informal data, about families who are known to social services. Areas addressed with parents are:</p> <ul style="list-style-type: none"> -Housing issues -Immigration status -DV -Legal issues which may affect pupils <p>The support worker also mediates in meetings with others agencies and holds weekly homework clubs for parents and pupils.</p> <p>Total initial contact - 197</p> <p>This does not include telephone support or informal discussions in the playground.</p>	<p>The school work closely with the PSW to identify the varying needs of our families. It is intended that these families are offered the support needed to enable them to parent effectively and access other services in partnership with the school.</p> <p>The PSW helps to;</p> <ul style="list-style-type: none"> -promote good attendance and punctuality. -promote self-esteem and confidence. -promote positive behaviour and positive attitudes to learning. -provide one-to-one support. <p>Families are helped to resolve their issues. Therefore, the pupils are happier, more settled and more equipped to learn and achieve.</p>	<p>Our Family Support Worker works closely with children and families to overcome adversity and disadvantage they face, particularly where these are affecting a child's emotional wellbeing, mental health and educational achievement.</p> <p>She is proactive in organising regular meetings and phone contact that motivates parents to bring about change. She has developed a good rapport with other families. This strengthens home-school relationships within families and promotes children's wellbeing and resilience.</p> <p>During lockdown she supported a number of our families to access food on a weekly basis. She also delivered food to some of our more vulnerable families at home.</p> <p>Total initial contact - 205</p> <p>This does not include telephone support or informal discussions in the playground.</p>
School Counsellor	£10,000	1:1 counselling sessions for	The intended	

		<p>pupils from Year 1-6 1 hour per week for 10 weeks 5 pupils per term.</p> <p>Pupils are identified for counselling to help them unblock barriers to learning. These sessions vary due to individual need for example trauma caused by bereavement, family separation, immigration, housing issues and domestic violence.</p>	<p>outcome is to help children with personal, social and emotional issues affecting their wellbeing, attendance, learning and academic achievements, and relationships and also develops skills to strengthen their resilience and deal with their problems and challenges.</p> <p>It will also have a positive impact on behavioural issues, in and around school. Children will develop the skills to work on finding solutions and develop strategies to help them cope with their individual issues. As a result of this they are more equipped to deal with confrontation.</p> <p>Ultimately, this will improve learning behaviour leading to an increase in the rate of progress.</p>	<p>The role of the school counsellor is well established within school. He quickly forms positive relationships with our pupils and creates a safe space in which they feel comfortable to share their concerns. During lockdown, he offered zoom sessions and made telephone calls to children on his case load. He also sent cards to those pupils who would not be returning to school to ensure they had an 'ending'.</p> <p>The Counsellor and Inclusion Manager work closely together. They current meet on a weekly basis to discuss the individual needs of pupils.</p> <p>The barriers to learning are reduced by weekly 1:1 work.</p> <p>Total number of pupils since Autumn 2011 = 77</p>
Item/Project	Cost/ Allocation £	Description of activity, including year groups number of pupils involved and timescale	Intended outcomes	Actual Impact
Phonics Intervention groups	£3000	<p>Small intervention groups across both schools.</p> <p>Groups lead by Teacher, TAs and Nursery Nurses.</p>	<p>Teaching phonics will help to ensure virtually all children can learn to read quickly and skilfully. Children will be taught the correspondences between sounds (phonemes) and</p>	<p>Groups took place within KS1 and KS2 to address children with gaps in their phonetic knowledge.</p>

			letters. ... Through this, children take the first important steps in learning to read.	
EAL support	£1600	<p>Support for new arrivals and early assessment to identify the level of need.</p> <p>The purchase of bilingual texts.</p> <p>Using language resources amongst staff in school (e.g. EAL intervention teacher)</p> <p>Monitoring the progress of new arrivals over the year</p>	EAL learners will work in targeted small groups. The groups will provide good language role-models and experiences. This will support the crucial for development of vocabulary and language and facilitate friendships that will foster language development inside and outside the classroom.	<p>Support was given to the pupils on entry and continued where there was a need.</p> <p>Interventions led by UP2 teacher.</p>
Maths Resources	£3000	<p>Purchase more manipulatives visual resources and problem solving activities to support learning and progress across KS1 and KS2.</p> <p>Monitor teaching of phonics across the school.</p>	Intended outcome is to motivate children and encourage greater levels of concentration and engagement with mathematics. We will use games and various resources to consolidate learning, practise skills, explore mathematical relationships and develop problem-solving strategies.	All resources purchased and utilised.
Item/Project	Cost/ Allocation £	Description of activity, including year groups number of pupils involved and timescale	Intended outcomes	Actual Impact
School Enrichment activities/Events	£13,000	<p>A range of enrichment activities mean that our pupils experience the same activities that more affluent pupils experience outside the school. They experience the same live drama, theatre, and music and understand that learning is active, fun and not always classroom based.</p> <ul style="list-style-type: none"> • Theatre and cinema trips (linked to literacy) • Circus skills • Mathematics Puzzle days • Quantum Theatre 	<p>Our intention is that through offering a broad and rich curriculum we will enrich the educational experience for all of our pupils.</p> <p>‘Enrichment is increasingly understood as having a potentially significant impact on the intellectual, social and psychological well-being of students.’</p> <p>Pupils will acquire</p>	Targeted classes/ year groups and phases had wonderful experiences echoed through their work.

		<p>Company</p> <ul style="list-style-type: none"> • Hampton Court Palace • Visiting author and storytellers • Steel pans • Gospel choir 	new skills, make new friendships and develop their confidence, teamwork and communication skills.	
Music Tuition	£9,200 (£4,600 per class)	Music tuition for every Year 4 pupil (wind/string) plus additional tuition for year 5 and 6 continuers	To enable those musical pupils, who may not otherwise be able to afford to learn to play an instrument pursue their talent.	This was a successful programme for all the pupils.
Easter School	£2500	Additional support for year 6 in preparation for their SATs -30 pupils attended over two days	To consolidate subject knowledge in reading, maths and spelling, grammar and punctuation in preparation for KS2 SATs.	Though SATs did not happen. All the targeted pupils received their support.
Item/Project	Cost/ Allocation £	Description of activity, including year groups number of pupils involved and timescale	Intended outcomes	Actual Impact
Sing our Song	£1000	The project is based on a specific methodology, which involves working directly with the parents and carers to compose songs for and about their children. Jess also runs a short music session in class with all pupils. The project runs weekly over 10 weeks.	<p>It is designed to support families and involves a therapeutic, sensitive and bespoke approach to music making.</p> <p>In addition to the song writing process we will be leading parents and their children in music making activities and sharing useful pedagogy to support parenting and developing positive relationships.</p>	Parents came into school for sessions and got to know the teachers. In addition, we got to know the families. Parents reported this as a positive experience for them and their families.
Children's University	£1000	Supporting Children's aspirations for university. The Children's University (CU) Trust offers 7 to 14 year olds (and 5 to 6 year olds with their families) exciting and innovative learning activities and experiences outside of normal school hours.	For children to attend a variety of clubs with a specific learning outcome. The children will graduate once they have gained 30 hours or more and attend a graduation ceremony at Middlesex University.	Due to Lockdown 1 / Covid this did not materialise.
Tottenham University	£3000	Supporting children's aspirations for university. Tottenham University offers children across year 4 and year 5 exciting and innovative	To extend the learning experiences of 20 targeted children in Year 4 & 5. These enrichment	Due to Lockdown 1 / Covid this did not continue full term.

		learning activities and experiences to encourage their aspirations.	activities aim to develop children's general knowledge, skills and raised their aspirations for the future.	
Reading Recovery	£25,000	Reading Recovery is an accredited school-based literacy programme for the lowest achieving children aged five or six that enables them to reach age-expected levels within 20 weeks. It involves a short series of one-to-one lessons for 30 minutes every day with a specially trained teacher.	To improved reading skills for those children who have been identified and take part in the programme.	Children were assessed at the beginning of the RR programme and at the end, all children made progress in their reading.
School Trips	£6000 This figure is subject to change if more pupils sign up to FSM	To support pupils across the school who are receiving FSM to have the opportunity of free trips throughout the year.	Intention is that all pupils will have equal access to curriculum enrichment activities.	No child was prevented from attending a trip due to not being able to afford to go. Children's written experiences in their writing lessons reflect their positive experience.
Residential - Pendarren	£5000	The trip is offered twice a year for children in Year 5 and 6. The trip is for 1 week.	All pupils will encounter experiences that are unavailable in the classroom. They can help pupils to develop initiative, resourcefulness and independence. It also helps develop emotional and physical well-being, develops environmental awareness and interpersonal skills.	This was cancelled due to Lockdown 1.
Learning Mentor	£10,000	Individual/ Small group work to target specific needs of children across the schools.	To address the needs of learners who require help in overcoming barriers to learning in order to achieve their full potential.	Targeted pupils received 1:1 support.
Employment of additional TA in Nursery and Year 5	£10,260	Targeted support for pupils with additional needs who require assistance to access the environment/curriculum.	TA support to provide additional 1:1 and small group support (daily) to ensure pupils are able to access targeted activities to support their learning and progress.	1:1 provided in Nursery to ensure children were able to have targeted support. This resulted in children making small steps of progress at their level in Nursery. This continues into Reception.

