

Park Street C of C Primary School and Nursery

Pupil Premium Statement 2020-21

Pupil Premium funding is used to address inequalities between disadvantaged children and their peers. This funding is a sum of money allocated to every school based upon the numbers of pupils in the school that are:

1= Looked after children and post looked after children.

2= Armed forces children

3= Eligible for free school meals at any point in the last six years (not including Universal Infant Free School meals introduced in 2014)

This money is allocated to initiatives to ensure children reach their full potential both academically and socially.

‘The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.. ’=DfE website

Park Street will receive **£34,620** this current financial year.

When deciding how to spend the PPG it is important to consider the potential barriers to learning faced by disadvantaged pupils in the context of Park Street school. The reasons for underachievement are many and varied and could include:

In school barriers

- Insecure concept of number and place value
- Need for concrete manipulatives and ICT to support visual and kinaesthetic learning.
- Lack of awareness for social boundaries and limited social skills
- Limited reading and knowledge of phonics.
- Difficulties in concentrating for extended periods of time.
- Need of classroom support appropriate to the learners’ needs.
- Reduced ability in gross and fine motor skills
- Low self-belief, esteem and confidence

External barriers

- Low or declining attendance- leading to gaps in learning due to frequent time off school.
- Home-learning support- knowledge of the methods used at school to support children learning at home.
- Financial limitations- access to books, computers, extra-curricular activities and educational visits.
- Adequate nourishment- a healthy breakfast, every day, before school.
- Parenting – providing positive routines and structures that promote effective attitudes towards learning and behaviour.
- Engagement- working with the school and other external agencies
- Access to life experiences- to broaden their lives and enrich their experiences.

Main barriers identified for action in 2020 - 2021

1. Social and emotional issues that may affect pupils' mind-set, wellness and attitude to learning. They may have low self-esteem and confidence, which affects how they approach and persevere in tasks. This can affect their resilience, which in turn can affect how they reflect upon and attempt future tasks.
2. Financial issues which may affect important social interactions and well-being of children if extra-curricular activities, school trips, music lessons and residential visits cannot be afforded.
3. Difficulties in sustaining a level of focus and attention to concentrate for extended periods resulting in children not reaching their true learning potential.
4. Children out of school education from March with some not returning for 6 months. Home learning for some pupils was limited, infrequent or non-existent resulting in widening gaps compared to peers and possible deterioration in classroom behaviour, confidence and motivation.

Barrier	Action	Expected outcome	Cost
1 and 4	Provide a nurture group for those who will benefit from this intervention.	Identified children will receive additional small group support to address their emotional health and well-being. This will provide them with strategies to help them deal with their specific needs.	£1675
	Provide a social skills group.	Children in need of understanding and coping with social interactions and friendship issues will be given strategies which will benefit them in the playground and when working in pair and group situations.	£1675
	Consolidate a whole school approach to growth mind-set that is embedded within the culture of the school.	Children change their way of their thinking, feeling empowered by situations that are difficult or challenging and viewing them as opportunities to practise and improve. This change of mindset will create motivated and resilient learners that are not afraid to move out of their comfort zones.	CPD & monitoring time
	Provide well-being woods sessions – Y1-Y6	Talking and team-work will help children to understand some of the complex needs of their peers while sharing thoughts and feelings. Children gain a better understanding of how to tolerate and deal with friendship and social issues which will help them in group-work situations and on the playground, enabling them to be ready-to-learn when they come back in to class after any issues that may have arisen.	£3040
	Provide additional lunchtime well-being-woods session targeting those children with specific need for emotional stability and nurture.	A small and focused group session that brings promotes well-being, resulting in happier children with a greater sense of security.	£525

<p>Refer to the zones of regulation both in class and outside</p> <p>Ensure time is allocated for response, reflect and restore sessions so children can work through emotional and behaviour difficulties.</p> <p>Access to VISTA; a service that provides family support and includes a behaviour support worker. It offers parenting support & courses, family first assessment and a second advice service.</p> <p>Access to sing-up with a song-bank to compliment all year groups' curriculum topics and other areas of learning.</p> <p>Using a Prayer and worry box in each class so children have time at any point throughout the day to comment on concerns, worries or thoughts they may have as well as reflecting or praying. These are then gathered weekly and shared in class in an open forum.</p> <p>Purchase of Coram scarf and Lifebus scheme</p> <p>Upkeep of 3 chickens.</p>	<p>Children will become more in tune with their emotions and be able to reflect on what is contributing to them feeling as they do. By recognising how they feel and why, they can implement strategies to help them recover quicker and be ready to learn, thus increasing their learning potential which will help to narrow the gaps.</p> <p>Children will gain confidence and support from talking to teaching staff and their peers, benefitting from time dedicated to discussing and understanding emotional issues so they can move on and get back to a balanced mental and emotional state where they are ready to learn. This will enable them to achieve their learning potential and help to narrow the gaps.</p> <p>Support for families that are in need of this support.</p> <p>Use singing to promote well-being and mental alertness, concentration and memory.</p> <p>Sharing, discussing, listening and responding helps children to feel valued and appreciated. It can restore concerns they may have and alleviate anxiety in a confidential yet inclusive way.</p> <p>Helping to promote social and emotional understanding across a range of current and topical themes.</p> <p>Embracing important life lessons of responsibility, nurture, trust and empathy.</p>	<p>CPD & monitoring time.</p> <p>Staff time</p> <p>£1365</p> <p>£236.52</p> <p>Staff time, CPD & monitoring.</p> <p>£414</p> <p>£210</p>
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<p>2</p>	<p>Provide financial support; either directly from school funds, match funding or finding external funders to provide extra-curricular experiences for pupils that would otherwise go without.</p> <p>Provide financial support towards peripatetic music lessons for pupils that may not be able to choose to partake in this opportunity.</p>	<p>Participating in extra-curricular activities allow children to contribute to their school and community which is important for preparing them for life outside of academics. Studies show a correlation between improved attainment, behaviour and work habits as a result in pupils' involvement in after-school activities.</p> <p>School trips provide a great opportunity for pupils to gain experience of the wider world and face a range of challenges that can contribute significantly to their personal development. Schools trips also make a major contribution to the acquisition of knowledge and development of skills.</p> <p>The benefits of attending a residential trip are huge and have wide reaching impacts on the pupils that attend them; from making new friendships, to gaining self-esteem and self-confidence to becoming independent by carrying out tasks for oneself etc.</p> <p>Research shows that learning to play a music instrument stimulates the brain, improving memory and abstract reasoning. It helps to instil calm and gives a sense of pride and achievement. Learning to play an instrument improves patience, builds confidence, increases discipline and time-management. These are life-long attributes that will contribute to a well-rounded individual.</p>	<p>£5610</p> <p>£990</p> <p>£450</p> <p>£189</p>
<p>3</p>	<p>Participate in take-ten, wake and shake and supermover activities- physical brain-breaks to energise and stimulate children.</p> <p>Run a daily mile.</p> <p>Provide a twice-weekly homework club.</p> <p>1:1 and small group intervention dedicated to the group and individual needs of the learners.</p>	<p>This 'brainergiser' helps children to refocus, settle and concentrate. This increased attentiveness promotes a readiness to learn which in turn increases the quantity and quality of work productivity.</p> <p>Allocating time out of class to run a daily mile helps to improve physical, social, emotional and mental health and well-being.</p> <p>With pre-learning, children will feel prepared and up-skilled so they can approach new concepts with greater confidence. Through consolidation, led in a stimulating environment with access to all resources in small teaching groups, children can revisit areas of difficulty and complete homework to a high quality. This will increase confidence and self-esteem, help with organisation, time-management, focus and concentration.</p> <p>Children will make accelerated progress benefitting from tailored programs to suit learners' needs and/or specific time allocated to consolidating areas of difficulty and misconception.</p>	<p>Staff time, CPD & monitoring</p> <p>Staff time</p> <p>£990</p> <p>£3,840</p>

4	Supporting learners with pre-learning opportunities as well as consolidation in areas of misconception whilst providing emotional scaffolding towards perseverance and resilience.	This will help to close the gap between pupil premium children and their peers by supporting identified children.	£9,158.63
Additional expenditure		Subscription to Adoption UK	£225
		Achievement for All program	£4150
TOTAL			£34,743.15

This strategy is monitored regularly by the PPG co-ordinator and reviewed termly along with the Head and Governor.

Pupil Premium Plus expenditure

(based on January census figures funded currently

This statement shows the strategies, initiatives and support that have been allocated to the Pupil Premium Plus .

Adoption UK Subscription	£225
TWIGS Girl Power extracurricular group	£525
Confidence Builder extracurricular group	£525
Extra-curricular clubs (projected figure)	£510
Classroom support	£1680

How the school will measure the impact

Action 1	<i>Soft data such as: pupil voice, parent comments, discussion at pupil progress meetings, Ofsted Parent view, staff commentaries, reflective discussions with PPG co-ordinator, staff meetings, twilight sessions and INSET days, plus lesson observations. Greater pupil engagement and motivation. Increased confidence and self-esteem to give answers in lessons in front of peers.</i>
Action 2	<i>More PPG pupils take up and attend additional and extra-curricular activities.</i>
Action 3	<i>In house data (SIMS, AM7 and FFT) showing improved progress and gaps being narrowed. Teachers acknowledging improved concentration levels resulting in increased work productivity and accelerated progress.</i>
Action 4	<i>Over time and after intervention, termly data tracked on Sims or FFT will show that gaps are narrowing between these pupils and their peers. Notes from pupil progress meetings, small focus intervention groups and homework club will show how the continued use of support is helping children make progress in this area.</i>

Actual impact of the 2019/2020 Pupil Premium Grant

Barrier 1:

Teachers reported an improvement in the children's state of calm and rest when they returned to class from their social and nurture groups. It was reported that over time teachers and supervisors saw the children using and applying the strategies they had learnt in their intervention groups to help them in anxious situations. Midday supervisors commented that these children integrated and played more successfully and responded more positively when playtime situations arose.

All teachers commented favourably on the impact the well-being woods had on the children. In particular, giving the children an insight into how to respond positively to each other when in different and new situations. Teachers noticed that children had a renewed level of tolerance with each other and children sought company in others where they may not have done before, promoting a wider range of friendship groups and alleviating upset during break and lunchtimes.

Families were appreciative of the support their children received from the VISTA service with positive comments received from the children who felt safe and supported and built good relationships with their service providers. Teachers noticed that these children were coping and handling themselves and situations they found themselves in, in a more thoughtful and reflective way which resulted in a quicker readiness to resume classroom work.

Barrier 2:

Up to 1/3 of all PPG children took up and attended extra curricular activities. Many had tried sports and activities that they hadn't had exposure to before and when carrying out pupil voice, children commented that their favourite school day 'was when Art club was on' and 'I felt more confident in PE because I practised roly polys in my gymnastic class'

Some of the children with part-funded paripetetic music lessons played in our school church services. This was a great boost of confidence and self-esteem and met with much pride and appreciation from their parents.

Barrier 3:

Parents were extremely appreciative and in much favour of the homework club. They felt their children were better prepared for their class lessons knowing that they had been taught, used and revised the correct mathematical methods. They felt reassured by their children being exposed to the correct language and terminology when undertaking grammar and English tasks. Teachers reported that the children were less anxious because they had completed all their homework pieces to a high standard.

Barrier 4:

Positive comments from both children and teachers were received as a result of the small group and 1:1 support, both during lessons and additional intervention. Pupils appreciated being given pre-learning tasks ahead of new teacher led concepts. This was extremely beneficial and teachers expressed how this had improved their learners' concentration and participation as the children felt more confident having approached the new concept ahead of the lesson.

Due to March 2020 Lockdown, gathering of formal data was suspended. Internal teacher assessment data will be taken and analysed at the end of the first Autumn term.

<u>Attendance</u>	2018-2019		2019-2020 Up to 20 th March 2020 due to lockdown.	
	Whole School 197 total	PPG children 24 total	Whole School 184 total	PPG children 27 total
Attendance %	95.7%	93.1	94.8%	93.9%
Gap between the attendance of the Whole School & the Pupil Premium children.	-2.6%		-0.9%	