

Pupil Premium Statement for 2019-20 (Summer, Autumn & Spring Terms)

What is Pupil Premium?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last six years and children whose parents are currently serving in the armed forces.

Pupil premium is additional money given to schools for each child who qualifies for free school meals. It's one of the reasons that we want everyone who is entitled to free school meals to apply. The money allocated to schools is to be spent in making sure those children from eligible families make good progress and are able to have the same chances as their peers. Further information about free school meals can be obtained from the Education Office at the Civic Centre. You will need to supply your name, address and National Insurance Number, and they will inform you straight away if you qualify for free school meals and notify the school on your behalf.

Why was it introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children in eligible groups and their peers and by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Why is the Pupil Premium so important?

The Pupil Premium will be spent in such a way as to directly improve the attainment and life chances and experiences of qualifying children. Our aim is to build capacity within the family home so that all parents are better equipped to support their child in secondary school.

Children from relatively disadvantaged backgrounds are far less likely to get good GCSE results. The DfE published in February 2020 that in 2019 over 66% of non-disadvantaged children achieved a grade 4 or higher in Mathematics and English compared to 36% of those eligible for free school meals. Just 456 of the 143,000 pupils classed as disadvantaged by the DfE achieved the top grade 9s in English and Maths last summer, compared with 6,132 out of 398,000 other pupils.

We believe it is unacceptable for children's success to be determined by their social circumstances. We intend to raise levels of achievement for all disadvantaged pupils and to close the gap between disadvantaged children and their peers.

Who is eligible for Pupil Premium?

Pupil Premium funding is paid to schools according to the number of pupils who have been:

- registered as eligible for free school meals at any point in the last 6 years.
- recently in care.

- classed as service children (with a parent in the armed forces) at any point in the last 3 years.

We only receive the Pupil Premium funding if children are registered as meeting at least one of the criteria above. Therefore, we strongly urge all parents to check their eligibility for free school meals, particularly if there is a change in personal circumstances. For example, receipt of certain tax credits could make your child eligible, though there are many other ways to qualify.

As well as the free school meals, your child's school (primary or secondary) will receive a set amount for *at least* the next 6 years to support their learning. This is known as Ever6.

In the 2020/2021 financial years, schools will receive:

- £1320 for each eligible primary-aged pupil.
- £935 for each eligible secondary-aged pupil.
- £1900 for each child in care.
- £300 for each service child.

How can the Pupil Premium be spent?

As a school we can decide how to spend the Pupil Premium for the benefit of our children. However, we will be held to account on how we have used this funding and the impact that it has had. Guidance has been given by the Government on strategies which could be used to improve pupil's progress and attainment.

Our Pupil Premium allocation for 2020 - 2021 is £154,440. 115 children, (30% of the school roll excluding Nursery), were eligible for the Pupil Premium funding.

The table below gives an approximate idea of how the grant is used to support learning and the development of children in our school.

Who can I speak to about the Pupil Premium funding?

Mr Sutherland, the Headteacher, is the strategic leader responsible for Pupil Premium funding. Pupil Premium also falls under the strategic remit of the Governor Team for Leadership and Management.

Objective in spending Pupil Premium.

The main objectives of the Pupil Premium funding for 2020-21 are:

To ensure that all Pupil Premium children are either exceeding or meeting age-related expectations in all core subjects those who are not are rapidly moving towards achieving age expectations term on term.

To further support families who are already finding day-to-day aspects of ensuring their children are in school difficult but who are now challenged by the coronavirus pandemic. This support will take the form of personal nurture, resources and tech.

How does the Pupil Premium benefit children at Dunston Hill?

Some of the grant is allocated to increasing the number of staff available to support children, with their learning.

Having extra staff in school also allows us to provide additional academic support - both in lessons and through booster sessions - to improve children's attainment. This is documented in the individual audits for each pupil premium child.

How exactly might the Pupil Premium benefit my child?

Increased staffing has been shown to have a positive impact on children's learning but the Pupil Premium grant allows us to do so much more for those children who qualify.

We aim to consider the needs of the individual, particularly where there is additional funding available to help overcome any barriers to learning. Senior leaders within school allocate funding to try to anticipate potential costs over the year. Based on this, staff who are familiar with the specific children work together (supported through consultation with parents) to consider how best to help them. This is done by:

- identifying any barriers to learning.
- establishing what we want the children to achieve.
- suggesting specific actions linked to the above (and the specific cost).
- monitoring the impact of this each term based on available evidence.

We are trying to develop a more personalised system as we spend the allocated funding. As part of this, input from parents is incredibly useful. Please do not be afraid to ask about how Pupil Premium works for your child and we are always open to suggestions and feedback.

How do you know that Pupil Premium is making a difference?

The progress and development of Pupil Premium children is highlighted on planning and linked to relevant interventions by the class teacher and Phase Team Leader. Where relevant, Action Plans for each phase will identify specific needs. Governor Teams has a remit to monitor and review support available and progress made.

Audits from every class teacher for their Pupil Premium cohort will identify support given as well as any progress made and areas to develop. This document will also clearly highlight any issues or strengths for the next teacher during transition at the end of the year. As importantly, it demonstrates where a particular intervention has been successful and why.

As well as planning and termly reviews, we will carry out a case study for one qualifying Pupil Premium child in each year group. This goes into further detail about the child's background and barriers to learning, the desired outcomes, how the actions were chosen and the impact it had on the child.

This year we will be implementing individual Pupil Premium Audits for children, as well as an Audit Summary which will lead to an enhanced Pupil Premium Strategy Statement.

How is the Pupil Premium being spent?

Teaching Assistants	Delivery of Intervention to all SEND children specific to their individual needs
Teachers (or use Family Support Worker?	<p>Our Family Support Worker works in partnership with the Inclusion Manager to create a nurture base/room to be used to support social, emotional and mental wellbeing and behaviour at lunchtime and to be used as a base for SEMH activities/interventions (if/when applicable). Purchased Boxall Profile as a tool to assess SEMH areas of need and ways to target/address these specific needs.</p> <p>Karen (FSW) - organising and leading groups, e.g. Tiny Tribes, Family Forest School, attending TAF meetings. SEMH nurture provision for vulnerable children and families.</p> <p>In addition to working with the children, we offer family-based nurture provision:</p> <ul style="list-style-type: none"> • Family Forest School, where parents/carers attend Forest School with their child(ren) • Tiny Tribes (Forest School for under 3's) • Family Learning – areas of need expressed by parents/carers • drop-in 'chill and chat' sessions with the Family Support Worker
Dunston Retreat (Sensory Room)	<p>The Dunston Retreat is a therapeutic space with a variety of equipment that provides children with special needs with personalised sensory input to help these children calm and focus themselves so they can be better prepared for learning and interacting with others.</p> <p>The state-of-the-art equipment includes a popcorn tube, interactive light source, vibro-acoustic crash (ball) pit, fibre optic carpet, soft light tunnel which are controlled by a central device. Sensory support can be tailored to pupils' individual sensory needs.</p>
Dunston Den	<p>Our community room has been developed into our Dunston Den to further enhance our nurture provision. Furniture and other resources were purchased to create a safe, happy indoor environment <i>where children go to chat / play with friends or adults or just sit quietly and think.</i></p> <ul style="list-style-type: none"> • The Den supports children who struggle to socialise can build on forming friendships and behaviours during lunchtimes. • Mrs Tuart (SENDCo) supports children to address/overcome barriers to learning • Mrs Cox is used by Mrs Cox (Family Support Worker) to develop self-esteem, confidence, resilience and much more in small group and 1:1 session • is used by various professionals (e.g. Kalmer Counselling, National Health Service mental health professionals (Trailblazers/RISE), social workers)

Singing Experiences	Funded transport for singing events at the Sage that pupil could otherwise afford
SEND Resources	Fidget/fiddle toys – support children in class who find it difficult to concentrate/focus for prolonged periods of time. SEMH story books – address individual/small group/whole class needs, e.g. worries, bereavement.
RWI Books	Early Years/KS1 – Home reading books to reinforce the phonics sounds being taught in school as part of the RWI programme
Kalmer Counselling	Small number of children identified by staff as requiring support with being able to offer 1:1 support by giving children the time and space to explore their internal world to understand their own struggles, thoughts, feelings and behaviours.
Software	Lexia Reading support software provides differentiated literacy instruction for pupils of all abilities, personalised learning in the six areas of reading, targeting skill gaps <ul style="list-style-type: none"> Engages and motivates pupils in a game-like environment Provides progress-monitoring student data without a test <p>Accelerated Reader software aims to motivate, monitor, and manages pupils independent reading practice to develop a true love for reading. - develops reading skills most effectively when they read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated.</p> <p>All software is accessible via iPad, Chromebook, or web browser</p>

Impact of the Pupil Premium funding on Progress and Attainment 2019-20

There was no national testing due to Covid-19 and the nationwide lockdown from March 23rd 2020. Therefore, the figures below are from the previous year. We are currently analysing our baseline against our last internal data capture which was spring term 2020. It will not be possible to look at this data in relation to national, however we will be able to measure impact and progress as a whole school and in specific groups. This will include Pupil Premium against non-Pupil Premium as well as identifying any gender gaps. The new table will look a little different as not all the information will be available and in the same format.

Measure	School 2019	National 2019	
	Pupil Premium Pupils	FSM Pupils	Other Pupils
Year 1 13 PP pupils (28%)			
% Y1 Phonics screening check	69	68	84
Analysis: 9/13 pupils achieved the expected standard. The four pupils who did not achieve the standard were all EYFS Emerging at the end of Reception and two of these have SEN.			
Key Stage 1 15 PP pupils (25%)			
% expected standard in Reading	87	61	79
% expected standard in Writing	73	52	72
% expected standard in Mathematics	67	60	79
% greater depth in Reading	33	13	28
% greater depth in Writing	13	7	18

% greater depth in Mathematics	20	10	23
Analysis:			
Reading - 13/15 pupils achieved the expected standard. The two pupils who did not achieve the standard both have SEN and one has since been given an EHCP. Five pupils achieved greater depth.			
Writing – 11/15 pupils achieved the expected standard. The four pupils who did not achieve the standard included two who have SEN and one has since been given an EHCP. Two pupils achieved greater depth.			
Mathematics – 10/15 pupils achieved the expected standard. The five pupils who did not achieve the standard included two who have SEN and one has since been given an EHCP. Three pupils achieved greater depth.			
Measure	School 2019	National 2019	
Key Stage 2 13 PP pupils (24%)	Pupil Premium Pupils	FSM Pupils	Other Pupils
% expected standard in Reading	69	60	77
% expected standard in Writing	54	66	81
% expected standard in GPS	62	66	82
% expected standard in Mathematics	69	63	80
% expected standard in Reading, Writing and Mathematics	54	48	67
% higher standard in Reading	8	14	29
% higher standard in Writing	0	10	21
% higher standard in GPS	0	21	36
% higher standard in Mathematics	0	10	27
% higher standard in Reading, Writing and Mathematics	0	4	11
Average scaled score in Reading	103.1		105.4
Average scaled score in GPS	102.7		107.0
Average scaled score in Mathematics	100.8		105.3
KS1 – KS2 progress in Reading	2.27		0.33
KS1 – KS2 progress in Writing	-0.66		0.17
KS1 – KS2 progress in Mathematics	-0.31		0.28
Analysis:			
Three of the disadvantaged pupils were low prior attainers at the end of KS1 and the other ten were middle prior attainers. 5/13 pupils had SEN including one pupil with an EHCP.			
Reading – 9/13 pupils achieved the expected standard. Three of the pupils who did not achieve the standard had SEN including one who had an EHCP. One pupil achieved greater depth. The low attainers achieved a progress score of +1.13 (nat +0.47) and the middle attainers +2.61 (nat +0.34).			
GPS – 8/13 pupils achieved the expected standard. All five of the pupils who did not achieve the standard had SEN including one who had an EHCP.			
Writing – 7/13 pupils achieved the expected standard. Five of the pupils who did not achieve the standard had SEN including one who had an EHCP. The low attainers achieved a progress score of -2.16 (nat +0.47) and the middle attainers -0.21 (nat +0.17).			
Mathematics – 9/13 pupils achieved the expected standard. All four of the pupils who did not achieve the standard had SEN including one who had an EHCP. The low attainers achieved a progress score of -0.39 (nat +0.58) and the middle attainers -0.28 (nat +0.30).			