

Pupil Premium Grant Expenditure: Report to Governors Autumn 2020

Overview of the school



Number of pupils and pupil premium grant (PPG) received 2020/2021

Total number of pupils on roll	200
Total number of pupils eligible for PPG	32
Amount of PPG received per pupil	£1 320
Amount of PPG received per service family pupil	£300
Total amount of PPG received 2019/2020	£62 780
Total amount of PPG received 2020/2021	£49 585

• 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 under achievement. 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 2017-18 was allocated to schools with pupils on roll in January 2017 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 put into place, for the children who belong to vulnerable groups. This includes ensuring the assessment of needs of socially disadvantaged pupils, in order that they are addressed.

Objectives in spending PPG:

- Prevent an achievement gap developing between children from disadvantaged backgrounds and their peers in Early years.
- Reduce any gaps in attainment between children of disadvantaged families and their peers in Reading, Writing and Maths from Y1 to Y6.
- Ensure barriers to learning are identified and removed for all children eligible for the PPG.
- To ensure children in receipt of the PPG are engaged in all aspects of school life.
- Ensure all groups of children entitled to the PPG are engaged, motivated and challenged in lessons. Using CPD to develop the quality of teaching and learning, releasing leadership to monitor and evaluate the progress visible within lessons, books and data.
- To ensure that children that attract Pupil Premium funding make similar progress to those that do not attract Pupil Premium funding Nationally.

Achievement 2018/2019		
	Pupil Premium at Lockwood	Non Pupil Premium Nationally
% achieving the expected standard in Reading	63%	78%
% achieving the expected standard in Writing	75%	83%
% achieving the expected standard in Maths	63%	84%
% achieving the expected standard in GaPS	50%	83%

Barriers to learning

Poor attendance and support from home in prioritising attendance.

Weaknesses in learning behaviours, e.g. lack of independence or resilience.

Social, emotional and behavioural problems affecting wellbeing and progress.

Readiness and preparation to learn, physically, practically and emotionally. Ability to reflect and evaluate their own learning self-motivating themselves to improve

Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home (Reading)

Due to financial constraints, pupils are unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows.

Monitoring of Spending

- Pupil Premium Champion (CW) is released to monitor the quality of teaching and learning across school, observing teaching and learning, looking at children's work, talking to the children about their learning and studying class data.
- All staff have been provided with details of those children within the class that they work with that are identified as attracting the Pupil Premium Grant.
- Teachers complete Pupil Premium trackers for the children identified within their class, identifying barriers to learning and the provision that have been introduced to overcome them. Interventions are recorded and assessment data is plotted to track progress.
- Pupil Premium Champion collates a record of the barriers identified and the strategies/interventions used to overcome them the first half of each term.
- Teachers meet with the Pupil Premium Champion in the second half of the term to discuss the strategies/interventions put into place and evaluate their impact.
- The Pupil Premium Champion is given regular Continuous Professional Development time (CPD) to feedback and review best practise with all teaching staff.
- An audit of barriers to learning is carried out in the first half of each term. And an audit of effectiveness of use carried out in the Summer Term.

	Spending to date			
Provision	Cost	Targeted Year Group/s	Objective	Outcome
Leadership release time	£10 730	All year groups	Quality assurance, CPD and support /mentoring of staff across school, ensure PP entitled children reach predicted targets in RWM across school. Children attracting PP and also SEND to receive to receive targeted support, staff to be supported in meeting needs and supervision of funding to be sourced and tracked.	<p>Leaders have a clear vision of Teaching and learning across school.</p> <p>PP progress is carefully monitored.</p> <p>All staff are aware of the PP children and monitor and track progress carefully, making changes in the classroom environment and resources to meet the needs of all children.</p> <p>Assessments used to carefully plan future learning to ensure continuous progress and future CPD needs.</p>
Staffing to provide structured lunchtimes.	£5 038	Across school	To ensure our most vulnerable children have positive lunchtimes in a safe environment on constructive activities to develop esteem.	<p>Fewer issues on the playground, children are able to speak to adults confidently about their worries.</p> <p>Children feel more positive about their playground time and know where to go if they need to escape issues.</p> <p>Children are more active.</p>
Qualified staff to deliver RWI on a daily basis	£18 677	FS2/KS1	Adult/child ratios kept to a minimum for maximum effect.	Matching children that are PP nationally but not yet matching non PP children nationally.

Subsidised TA support in KS2	£9 230		To ensure that PPG children make the best progress possible in KS1.	Very small gap between PP and non-PP children is gradually reducing.
First Thing Music Training	£225	Targeted on Y1/Y2	To ensure there is Quality First Teaching of Music in KS1.	Training completed and lessons enthused and engaged the children. Increased attendance on the days they received music.
TVMS Music package to enhance the teaching of Music across school especially KS2.	£3 100	Instrument Tuition in Years 5 and 6	To encourage the children to be aspirational and to deliver an experience that would otherwise be unavailable. Teachers receive first class CPD on the delivery of Music.	The children enjoy music and show greater engagement because they have their own instrument. When offered additional tutoring they were very receptive. Attendance improved as children did not want to miss Music lessons.
Heavily subsidise all trips and residential	£4 900	All Year Groups	To enable the delivery of an enriched personalised curriculum that resonates with all pupils and allow PP children to access experiences otherwise beyond their means to develop aspiration.	Heavily subsidising residential and all day trips has ensured that all pupils are able to access visits and provide a range of experiences for all children. All children across school have participated in trips and a number of 'Engage Days' linked to our curriculum
Subsidise out of hours provision	£7 000	KS1 and KS2	To allow children to engage in activities that will enrich and develop life skills.	Out of hours provision is used by a range of families. Spaces have been an option for vulnerable families who require additional support with attendance and difficult family circumstances.

Total PPG received 2019/2020	£62 780
Total PPG expenditure	£58 900

Summary of proposed spending September 2020 - September 2021:

Nursery

Delivery of the Blast programme to support the development of Speaking and Language skills.

FS2/KS1

Identification and release of a dedicated RWInc lead practitioner

Additional Teacher and TAs in FS/ KS1 to facilitate Quality First Teaching of the RWInc programme in small groups.

Provision of 1:1 tuition for those children eligible and identified as having a lower attainment making less than expected progress in English and Maths.

Power of 1 Maths intervention

TTRS to engage learners in learning their tables.

Support to be given to parents/carers in applying for Free School Meals for children to allow the identification of pupils that will attract EYFS PP funding.

KS2

TAs in all classes to allow Teachers to support identified groups and keep MA and GD children focussed and on track.

HLTA to monitor the implementation and the progress of children attracting PP grant accessing Lexia across school liase with Leadership (CW) and teachers to ensure children will be given regular access to the programme.

Musical instrument tuition for Years 4 - 6 to raise aspiration, provide cultural capital across the school.

Whole School

Release time for the leadership team to monitor and evaluate teaching and learning throughout school, using data, book scrutiny and lesson observations, focussing on the implementation of the school marking and feedback policy, use of success criteria in writing and problem solving in Maths with a continuous focus on children entitled to the PPG.

Release of the leadership team and Teachers to carry out Pupil Progress meetings with individual teachers each term, focussing on the attainment of specified groups.

A school Mentor trained to provide additional support and therapies for children eligible for the PPG with social, emotional and behavioural needs.

Social support funding- Providing financial support for disadvantaged families allowing the children to engage in enrichment activities such as residential visits to and London and Carlton Outdoor Centre.

Subsidised visits and visitors to allow curriculum enrichment and personalisation to the needs of the children.

Provide lunchtime staff to ensure our children have Positive lunchtime with the opportunity to spend time in a small group with adult supervision if and when needed.

Quality first access to Music training (Charanga) to ensure the delivery of Quality First Music lessons across school.

Funded places available at After School Club for PP Premium children to broaden experience and provide additional learning time.

Partnership with MFC to provide Quality First PE (After School) and teaching and learning about Health and Fitness, Resilience, Racism through their visiting bus.

YGAM partnership to provide Quality First Teaching about how to keep safe whilst online gaming, across school.

Subscription to National Online Safety website to provide Quality First CPD for Teaching staff, learning for children and support for parents (especially important with remote learning and children from vulnerable families).

