

Pupil Premium Review 2019/20

Overview of the school - Summer 2020

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	410
Total number of pupils eligible for PPG	<p>As of Census for 19/20 funding: 71 - 17% (Rec-Y6) - including Ever 6 and PP+ 63/13% FSM/Ever 6 3/1% Post adoption 5/1% Service</p> <p>As of July 2020: 67/16% including Ever 6 and PP+ 55/13% FSM/Ever 6 5/1% Post adoption 7/2% Service</p>
Amount of PPG received per pupil	<p>£1,345 - FSM, Ever 6 £2,345 - post adoption CFC - £1,200 Services - £310 (Note - amounts are the revised, increased national figures from April 2020)</p>
Total amount of PPG received	2019/20 = £91,613

Current pupils entitled to Pupil Premium Funding in school:

R	Y1	Y2	Y3	Y4	Y5	Y6
7	5	7	9	9	12	18

Pupil Premium Strategy

Pupil Premium Grant

The use of 2019-20 Pupil Premium Grant funding has been reviewed each term to identify strengths, areas for development and subsequent actions. Due to partial school closures in response to Government guidance in regards to Covid 19 from March 2019, we have been unable to use our online tracking system (Educater) to measure final impact from progress data this academic year. We have, however, used monitoring outcomes up to March 2020 to inform our planning for 2020/21 academic year.

The use of the Pupil Premium Grant is outlined in the Whitby Heath Pupil Premium policy. A breakdown of the identified activities and interventions which are funded through the grant within our school are outlined in our annual expenditure document outlines for 2019/20 and plans for 2020/21.

Identifying Barriers

One of the main barriers identified for the majority of our current eligible pupils is fluency, confidence and

accuracy in basic skills within reading/phonics, writing and maths. Many of our eligible children have gaps in these key skills so are unable to use and apply these in a wider context.

Many of our eligible children enter school with a language deficit which limits their access to key knowledge and skills across the curriculum. Narrowing the language gap has been a key priority in 2019/20 and will continue to be in 2020/21.

As well the importance of ensuring all eligible children have full access to a range of opportunities to develop, engage and inspire them as learners; the development of their learning behaviours to become resilient, confident and independent learners by being able to take increasing responsibility for their own learning, health and wellbeing is a further key driver for our work.

Intervention

The work of our Learning Mentors and trained ELSAs, is part funded through the grant. Through these roles support for our more vulnerable children is given and has proved to have a significant impact in helping children to improve self esteem and confidence and become positive learners.

This year we have also engaged with the Transition Through a Trauma Lens project focused on supporting targeted children in Year 5 and 6 prepare for transition through developing their self esteem and confidence.

As a school we have identified groups of children, which include those in receipt of pupil premium, who benefit from targeted additional academic support specifically in reading, writing and maths. These include children who benefit from additional opportunities be stretched further in their learning. These groups are identified through pupil progress and health check meetings each half term and appropriate programmes/support is identified and reviewed at these meetings. Support may be through quality first teaching intervention with Teachers or Teaching Assistants who have been trained for the specific interventions led. These may include ELSA, Project X Code, Maths Catch up, Early Literacy Support, Phonics, as well as bespoke programmes of work.

Additional Opportunities

In addition we believe that the children also gain from a wide range of opportunities that prepare and inspire the children to be learners as well as take responsibility for their own wellbeing. As such a range of programmes have are supported through this grant including an annual programme of a range of Health and Well Being workshops, musical instrument tuition, as well as residential events and a variety of educational visits throughout the year.

Summary of Pupil Premium 2019/20

At Whitby Heath Primary School we strive to meet the individual needs of each pupil. We recognise that some pupils need additional support to achieve their full potential, others need challenge and extension. We aim to tightly track the progress of our disadvantaged children however, due to partial school closure from March 2020 due to COVID19, we are unable to measure the impact of this work across the full academic year this year.

Funding has been used to:

- Deliver high quality intervention and support to raise pupil achievement and narrow the gap between the achievement of vulnerable pupils and their peers; including whole staff training on Quality First Teaching, Forest Schools, Curriculum Development, Mental Health and Well-being. We have also been able to offer high quality training on specific programs of phonics through the introduction of Read, Write Inc.
- Targeted interventions including the use of IDL and Read Write Inc programmes have supported progress in reading whilst bespoke targeted interventions have provided one to one and small group support for children identified as not on track in writing, spelling and maths.
- We have provided a programme of targeted Forest Schools support to children across school led by a Forest Schools trained teacher to enhance their curriculum experience and explore their surroundings whilst building upon team building and resilience.
- We have provided teacher led targeted Y6 and Y2 sessions to provide additional support in reading, writing and maths.
- We have provided Teaching Assistant led phonics, maths, spelling, reading and writing for targeted children in all year groups.
- We have invested in myHappyMind across the school, providing children wellbeing curriculum opportunities to develop upon their emotional literacy, resilience and building upon healthy strategies to self regulate their behaviours.
- Social and emotional support for our disadvantaged children has been provided through our Learning Mentors as well as our two ELSA trained staff and through Art Therapy to complete programmes of work focused on building targeted children's self-esteem and anger management.
- Funding has also been used to subsidise residential visits and trips for disadvantaged children together with music and choir clubs to ensure they are able to access these key learning opportunities beyond the classroom.

Detail of Actions Taken and Impact: We strive to meet the individual needs of each pupil in school. We recognise that some pupils need additional support to achieve their full potential, others need challenge and extension.

Some children are making strong progress without the need for additional support / opportunities. We therefore use our disadvantaged pupil's funding to enable us to increase our provision, to ensure that each child's needs are fully met.

Each half term, Health Check/Pupil Progress meetings are held to track and monitor individual progress of all children. Some of these children are making good or outstanding progress compared to their peers. Some children receiving Disadvantaged Funding are making less progress than their peers. In these cases we look at how we can use additional funding to meet their needs and agree actions.

The attached Expenditure Document for 2019/20 shows the detailed breakdown of spending, total expenditure for academic interventions, social and emotional interventions and additional curricular support totalled £91,613.

Impact of Pupil Premium Funding

There were 67 children eligible for this funding during the academic year 2019/20. Sixteen of these children are on our SENd register and currently have Pupil Profile and Individual Short Term Outcomes to meet their needs.

Termly progress in Reading, Writing and Maths is measured to monitor progress over the academic year, however due to partial school closure from March 2020 due to COVID19, full comparison data is not available to analyse. However a termly summary report (below) outlines strengths, areas for development and actions.

Term	Strengths	Areas for Development	Actions
Autumn	EYFS Shape and number. PP WRM in KS2 GD writers in KS2 Quality of workbooks from Summer 2019 show inconsistent expectations for PP children across school. Pupil voice, children feel they are happy and safe. Introduction of new tracking system (Educater) Introduction of agreed T&L Handbook	Failure to close the gap for groups: Male PP writers Progress of those with PP and SEND. EYFS GLD, reading and writing. Gap between end of KS results between PP and Non-pp KS2 GD maths and reading Phonics progress and T&L Inconsistent use of Educater in some year groups	Training and introduction of RWInc IDL review Trauma through a transition lens project training Monitoring for impact including: pupil voice/work scrutiny EYFS monitoring of Reading and Writing (Daily PP readers). Reading, Writing & Maths additional teacher led booster programme for targeted Y6 and Y2 pupils
Spring	Introduction of Read, Write Inc. Rates of progress evidenced significant impact/progress at first data/assessment point. Book scrutiny monitoring shows significant improvement in expectations for PP T&L IDL being used and reviewed more effectively TA training in IDL (KS2) Use of intervention tracking	Progress of PP and SEND learners - inconsistent in some year groups. Use of timetable and additional staffing to provide consistent intervention/boosters.	Timetables for interventions reviewed QFT training Targets being set by CT that are SMART Pupil voice/Learning walk with PP governor - put on hold due to partial school closure in March 2020

	<p>reviewed across school to ensure specific and measurable. Trauma through a transition lens sessions engaged with - very positive feedback particularly from Y6 pupils. Introduction on My Happy Mind across school.</p>		
Summer	<p>Regular safe and well check calls for families. FSM provision provided via lunch packs from school prior to move to Edenred scheme including across Easter and May half term. RWI and phonics high profile in home learning for EYFS - Y2 via class pages. Use of IDL, Mathletics and TT Rockstars used to support home learning remotely. Weekly CPD training for staff SpLD. Parent voice conducted remotely. My Happy Mind used for children through remote home learning. Transition support work as part of Summer 2 home learning.</p>	<p>Impact of partial school closure on PP learning. Impact measures limited due to partial school closure re tracking. Limited opportunity for differentiation being set on home learning.</p>	<p>Response to Covid booster sessions through Rainbow Curriculum and daily Target Time from September 2020. Use of timetables to ensure staffing and interventions are implemented consistently whilst following COVID safe RAs. Use of Educater to re baseline all children post COVID19 and further training to ensure this is used consistently and effectively. Plan monitoring for year with partnership of PP governor.</p>

Plans for September 2020-July 2021

Funding anticipated to be for 67 children:

55 FSM at £1,345 per child

5 Post adopted at £2,345 per child

7 Service at £310 per child

Total funding = £87, 870

(N.B this figure does not include FSM children take up FSMs after September 2020 or new children to Reception or other classes in September 2020)

In response to post covid we will prioritise our focus on bespoke interventions and support for all our children including our disadvantaged pupils in 2020/21.

Our post COVID19 plans will build on the successes of our work in 2019/20 and focus on a tiered approach to Pupil Premium spending Teaching, Targeted Support and Wider Strategies to make maximum impact for all eligible learners in our school.

To target this we will:

Deploy additional teachers to provide catch up learning, boosters and interventions

Track and monitor the communication needs of children in EYFS and Key Stage 1 to ensure gaps and difficulties are addressed early and any additional support or interventions are implemented.

Introduce Third Space targeted maths support for targeted children in Y5 and Y6 through the use of online tutor support.

Ensure home learning, including home learning and any remote learning required in response to any closing of bubbles due to COVID19, includes feedback and online video T&L sessions via Seesaw technology.

Complete whole school training on Recovery Curriculum, Power Maths, Safeguarding, Metacognition and Mental Health Wellbeing (as part of the myHappyMind programme). We will also develop staff CPD opportunities through the National College.

Continue to deliver resilience building through Forest Schools, ELSA, Learning Mentors, Art therapy, the use of Mental Health practitioners, myHappyMind and interventions for targeted children.

Further develop key skills of reading, spelling, number, handwriting and phonics through timetabling daily Target Time.

Continue to subsidise residential visits, trips, music and after school clubs to ensure Disadvantaged Pupils access these learning opportunities beyond the classroom.

