

Pupil Premium Evaluation 2019-2020

What is the Pupil Premium?

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were eligible for free school meals (FSM), and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012-2013 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (named the 'Ever 6' measure). For the year 2019-2020 the Pupil Premium has a value of £1320 per eligible pupil. There is also a smaller provision of £300 made available to those pupils who have a parent in the armed forces. Schools are free to spend the pupil premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income backgrounds and the other target groups.

Summary of the potential barriers to learning for children eligible for pupil premium at Clapgate

The main barriers to learning for children eligible for pupil premium funding in our school include the following possibilities:

- Low income and high levels of social and economic deprivation
- Unsettled family arrangements
- Lack of parental engagement with school
- Safeguarding concerns
- Attendance and punctuality
- Delays in social and emotional development
- Cognitive delay
- Language barriers
- Speech and language upon entry to the school
- Poor oral language and communication skills
- Low attainment when starting Nursery or Reception
- Challenging behaviour

What was the total funding received due to Pupil Premium at Clapgate Primary School?

The total funding received for the academic year 2019-2020 is shown below:

Funding Stream	Amount
Pupil Premium (214 x £1320)	282,480
Adopted from care (1 x £2300)	2,300
Service child (1 x £300)	300
Total Income	285,080

Pupil Premium Spending 2019-2020

The pupil premium funding was spent in a variety of ways and invested in both academic and pastoral initiatives. A breakdown of the main expenditure is shown below.

Area	Cost	Description
LA gold attendance package	4800	Support to reduce persistent absence, meeting parents, carrying out casework, carrying out attendance blitzes, half a day per week.
Attendance officer (contribution)	10000	To monitor attendance, raise attendance levels and reduce persistent absence.
JESS cluster contribution	25582	To access support services for vulnerable pupils.
Extra teacher for academic support in the	45014	To support vulnerable pupils and pupils working well below

mornings and life skills in the afternoons		age related expectations.
Speech and language therapist 1 day per week	12500	To provide specialist support and advice for pupils requiring speech and language programmes.
Lease of mini-bus	5331	To support with curriculum enhancement activities, attendance initiatives, pastoral events.
Walking bus	3488	Daily walking pick up to improve attendance of vulnerable pupils.
Minibus pick up	3570	Daily pick up to improve attendance of vulnerable pupils.
Therapeutic support lead	23500	Specialist support groups for vulnerable pupils (nurture, circle times, check-ins)
Therapeutic support assistant full time	16500	Specialist support groups for vulnerable pupils (Zones of regulation, socially speaking etc))
TA overtime to support with clubs (contribution)	500	TAs run science clubs and other clubs as required.
Alternative provision costs	10,000	Contribution to the cost of children accessing alternative, off-site provision whilst staying on role.
Music support from Artforms (contribution)	10,000	Curriculum enhancement (steel pans, singing lessons)
Drama company "Alive and Kicking"(contribution)	2,000	Alive and Kicking to provide specialist drama support to enhance the curriculum.
Curriculum enhancement - Adventures	3,000	Out of class planning time for teachers to plan learning adventures.
Uniform	500	Buying uniform for families in need.
Residential (camping)	1348	Free residential for all children in Year 5.
Extra teaching assistants in addition to one per class	97500	Providing extra support (pastoral and academic) to children with high levels of need.
Boxall to assess SEMH needs	150	Effective analysis of needs to support with the setting of targets.
Out of class SENDCo (contribution) 1 hour a day teaching	5000	SENDCo providing support across school as well as teaching a group of vulnerable pupils in KS2 on a daily basis.
Active club every morning with free places for PP	3297	Children able to access breakfast and activities before school from 8.00.
Training for therapeutic team (with Impact North)	500	Training on becoming a trauma sensitive school.
Other training for therapeutic team	500	Training for the therapeutic lead.
Contribution towards trips	500	Subsidy of school trips.
Total	285080	

How do we measure the impact of pupil premium? *

- Attainment data at the end of Key Stage 1 and Key Stage 2 (comparison between disadvantaged pupils and all pupils and comparison between disadvantaged pupils at Clapgate compared to disadvantaged pupils locally and nationally)
- Entry and exit scores to measure impact of therapeutic work
- Boxall scores to measure impact of therapeutic work
- Jess cluster data to measure impact of work completed by the Jess cluster (family support, Impact North, RES team)
- Attendance data (persistent absence and overall attendance figures)

- Participation levels of disadvantaged pupils in extra curricular clubs
- Staff and pupil voice to evaluate impact of Alive and Kicking and Artforms music provision
- Case studies to review impact of Reach provision
- SEN reviews
- Analysis of progress of children with SEN

*Due to school closures after March 2020, we have been unable to use the normal methods for measuring impact. No formal assessments were carried out after December 19 because children were not in school for us to assess at our normal times (Easter and Summer). SATs were cancelled as were the end of foundation stage assessments. Therapeutic work came to an abrupt halt, giving us no opportunity to compare entry and exit scores and none of the planned pupil voice questionnaires were carried out. Normal attendance data ceased to be collected after March 2020.

Below is a description of the impact of each area of spending, without the hard data that would normally accompany our evaluation.

Area	Cost	Description	Impact seen
LA gold attendance package	4800	Support to reduce persistent absence, meeting parents, carrying out casework, carrying out attendance blitzes, half a day per week.	Increase in whole school attendance. Week beginning 9 th March 95.1% from September compared to 94.5% for the equivalent figure in the previous year. Our attendance officer has been up-skilled and is not able to take on new roles to improve attendance next year.
Attendance officer (contribution)	10000	To monitor attendance, raise attendance levels and reduce persistent absence.	Attendance officer monitored attendance of different groups, highlighted areas of concern and worked directly with families to raise attendance.
JESS cluster contribution	25582	To access support services for vulnerable pupils.	See separate report outlining the number of pupils who accessed support. Staff accessed regular training through the cluster leading to improved knowledge of local services and interventions.
Extra teacher for academic support in the mornings and life skills in the afternoons	45014	To support vulnerable pupils and pupils working well below age related expectations.	Children working in this group had raised self-esteem and confidence and maximised their opportunities to make progress. Work was closely matched to their needs.
Speech and language therapist 1 day per week	12500	To provide specialist support and advice for pupils requiring speech and language programmes.	School staff had access to training, enabling us to provide support for a larger number of children. The speech and language therapist provided intensive support to 18 pupils.
Lease of mini-bus	5331	To support with curriculum enhancement activities, attendance	Increased opportunities for school trips and sporting events due to the

		initiatives, pastoral events.	use of the minibus (cheaper transport costs and opportunity to book events at shorter notice) leading to curriculum enhancement for all pupils. 18% of pupil premium children attended a level 2 competition through the use of the minibus (NB this number would have been higher but competitions stopped in March due to COVID).
Walking bus	3488	Daily walking pick up to improve attendance of vulnerable pupils.	Up to 14 children were picked up every day. This improved their attendance by 1-8%.
Minibus pick up	3570	Daily pick up to improve attendance of vulnerable pupils.	Up to 14 children were picked up every day. This improved their attendance by 1-9%.
Therapeutic support lead	23500	Specialist support groups for vulnerable pupils (nurture, circle times, check-ins)	Improved outcomes for 24 PP children who accessed therapeutic support (feedback from teachers and children).
Therapeutic support assistant full time	16500	Specialist support groups for vulnerable pupils (Zones of regulation, socially speaking etc))	See above plus Time to Talk (5 pupils), Socially speaking (1 pupil).
TA overtime to support with clubs (contribution)	500	TAs run science clubs and other clubs as required.	Science club- attended by 37 pupils across the year with many children signing up for every half term. This club was always at full capacity every half term of 20 children and often had a waiting list. 40% of children who attended science club are pupil premium
Alternative provision costs	10,000	Contribution to the cost of children accessing alternative, off-site provision whilst staying on role.	3 pupils attended Reach long term enabling them to access appropriate provision for them. Two pupils are now ready to return to mainstream provision.
Music support from Artforms (contribution)	10,000	Curriculum enhancement (steel pans, singing lessons)	High quality music provision leading to increased pupil engagement in music and better outcomes for pupils participating.
Drama company "Alive and Kicking"(contribution)	2,000	Alive and Kicking to provide specialist drama support to enhance the curriculum.	2 of the 3 year groups planned accessed bespoke drama workshops. Teachers reported high levels of engagement which resulted in improved writing. Children were able to write from direct experience. (We are owed sessions for one year group).
Curriculum enhancement - Adventures	3,000	Out of class planning time for teachers to plan learning adventures.	We moved away from learning adventures and gave people out of class time to look at new schemes of work, knowledge organisers, skills progression and subject specific learner profiles. Staff are now confident planning and delivering high quality teaching in non-core subjects.

Uniform	500	Buying uniform for families in need.	All children were able to have PE kit and school uniform if needed.
Residential (camping)	1348	Free residential for all children in Year 5.	Cancelled
Extra teaching assistants in addition to one per class	97500	Providing extra support (pastoral and academic) to children with high levels of need.	Children received high quality interventions to support their learning and their SEMH needs. During lockdown, teaching assistants continued to support families through phone calls and other materials (such as Zones work).
Boxall to assess SEMH needs	150	Effective analysis of needs to support with the setting of targets.	Targeted evidence-based interventions were put in place based on needs identified through Boxall. Exit Boxall questionnaires could not be completed due to lockdown.
Out of class SENDCo (contribution) 1 hour a day teaching	5000	SENDCo providing support across school as well as teaching a group of vulnerable pupils in KS2 on a daily basis.	High quality support from our SENDCo to develop appropriate support plans, advise teachers and train teaching assistants. Group of 8 children received specialist teaching for 1 hour per day leading to improved outcomes in writing.
Active club every morning with free places for PP	3297	Children able to access breakfast and activities before school from 8.00.	Children benefited from active play with adult interaction before school, helping them to be ready for learning. Children are also given breakfast every day.
Training for therapeutic team (with Impact North)	500	Training on becoming a trauma sensitive school.	Increased subject knowledge for the therapeutic team leading to a better understanding of how to meet the SEMH needs of many of our vulnerable children.
Other training for therapeutic team	500	Training for the therapeutic lead.	See above.
Contribution towards trips	500	Subsidy of school trips.	Ensured that all children could access trips leading to greater engagement with their learning.
Total	285080		