



Tewkesbury C of E Primary School

Pupil Premium Plan and Expenditure

2017-18

Vision Statement

Tewkesbury Church of England Primary School is an inclusive Christian School where we strengthen our relationship with God and each other.

Every child is valued, challenged and nurtured to aspire to reach their full potential as a responsible member of the local and global Community.

We are a school, which develops each child's self-esteem and self-confidence by providing a variety of educational, creative and social opportunities, and experiences, which embrace their passion for learning in the world of technology and competition.

Key to our success is the contribution of staff, parents, governors and the community in assisting each child's journey.

Back ground

The pupil premium was introduced in April 2011 for pupils eligible for free school meals (FSM) and pupils in care who had been looked after continuously for more than six months. In 2012-13 it was extended to pupils who had been eligible for FSM during the past six years (the so called 'ever 6' model). A separate Service Premium grant was also introduced for children whose parents serve in the armed forces to address their emotional and social Well-being. The potential for the achievement of these groups of pupils to fall behind their peers has been identified through statistical research and analysis. The Pupil Premium is additional Government funding aimed at addressing this inequality by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Our Aim

At Tewkesbury C of E Primary School, we want all our pupils to achieve as well as they can; none should be left behind. It is an important part of our school ethos that pupils are equally entitled to the best learning opportunities we can offer. Of course, like most schools, our pupils arrive in school from a variety of backgrounds and pre-school setting experience and we believe strongly that it is our job, supported by parents, to ensure that every pupil's needs are met as fully as possible. In this way, we can provide the best learning opportunities for our pupils while they are with us and enable them to acquire and develop the skills and qualities necessary for a successful future life as citizens in modern Britain.

The Principles of Pupil Premium

We try to ensure that teaching and learning opportunities meet the need of all our pupils by ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

At Tewkesbury C of E Primary school we recognise that in making provision for children who are in the category of 'disadvantaged pupils', not all pupils who receive free school meals (FSM) will be socially or academically disadvantaged. The broad qualifying criteria for this group, means that the pupils within this group can have very different profiles. Levels of provision and intervention will be based on need analysis for individual children.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Tewkesbury C of E Primary School will allocate the pupil premium funding to support any pupils who the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving FSM will be in receipt of pupil premium interventions at any one time.

The 2017-18 rates of funding available to schools are:-

Type of pupil	Pupil premium per pupil
Pupils recorded as 'ever 6 or FSM'	£1,320
Looked after children*	£2,300
Service children**	£300
Special Guardian Order***	£2,300

Definitions

*the definitions for LAC for the PP has changed for 2015-16 to include any child who has spent one day in authority care (~ note: this is different to the definition of being a LAC)

** Service children are defined as those whom are currently classed as service children and have been in the past 4 years, in addition to those in receipt of pensions under the armed forces Compensation scheme (AFCS) and the War Pensions Scheme (WPS)

*** A special Guardianship Order includes students that have local authority care for any of the following reasons: adoption. A special guardianship order, a child arrangement order, a residence order

Pupil Premium Numbers and Allocation for Tewkesbury C of E Primary School.

<u>Academic year</u>	<u>Students Eligible</u>	<u>% of students Eligible</u>	<u>Allocation</u>
2013-2014		17%	£104,700
2014-2015	66	16.5%	£96,760

2015-2016	63	15.5%	£88,080
2016-2017	70	17.6%	£85,080
2017-2018	68	18.0%	£81,160
2018-2019	66	17.7%	£83,260

Pupil Premium Expenditure Plan for 2018-19

Our monitoring has identified areas that we need to address and our pupil premium funding is allocated this financial year in the following ways:-

- The pupil premium funding will be used to narrow and close the gap between the achievement of disadvantaged students and their peers;
- Where deemed necessary and appropriate the school will use the additional funding to address any underlying inequalities including social, emotional and welfare issues;
- We will ensure that the additional funding reaches the pupils who need it most and that it continues to make a significant impact on their education and lives, by ensuring equal opportunities for enrichment and maximise inclusion to educational activities and stimuli.
- The pupil premium will be used to provide additional educational support to improve the progress and to raise standard of achievement for disadvantaged students especially those with special needs and English as a second language;

Summary of the barriers to learning

Deprivation

The school serves a community, which reflects a range of extreme social and economic challenges. Geographically a third of Tewkesbury sits within a bracket of the least deprived 20% in England, while one smaller area is in the most deprived 20% in England in terms of income deprivation affecting children. This is also reflected within Tewkesbury C of E Primary School, where 14% of children within the school are eligible for free school meals (ever 6); which is significantly lower than the national average of 24%.

Social care needs

<u>Year</u>	<u>2016-2017</u>	<u>2017-2018</u>
<u>Percentage of families</u>	<u>4.7%</u>	<u>7.14%</u>

In 2017-2018, we have had an increase of 3% in the number of families supported by social care. This year 7.1 % of families within Tewkesbury C of E Primary were supported by social care, which in a nationally acceptable figure as nationally there was also an increase of 3%. Therefore more Parents who were needing support from school to help them address their needs and to support their child's learning.

Diversity

<u>Year</u>	<u>2016-2017</u>	<u>2017-2018</u>
<u>Percentage of EAL children</u>	<u>10%</u>	<u>8%</u>

In 2017-2018, the number of children with English as an additional language dropped to 8%, although the number of different languages being spoke has increasing this year. Some of these children need targeted support in order to catch up with their peers in terms of language and oracy. Many children arriving from overseas, often arrive with no English and little/ no formal education. We find many parents need support as well as the children in regards to expectations of schools and the expectations of the National Curriculum.

Behavioural, Mental and Social Health and wellbeing needs

<u>Year</u>	<u>2016-2017</u>	<u>2017-2018</u>
	<u>7%</u>	<u>4%</u>

All of the above can contribute to our children and families have challenges with routine, parenting capacity, mental health and managing emotions. In 2017-18, 7% of our school are having regular support from Children and Young People services, Teens in Crisis or Winston's Wish, for either parenting courses, workshops or Therapy.

Need	Actions taken 2018-2019	Cost	Intended Impact for Pupils
Literacy and Numeracy			
Action 1 Pupil premium children will achieve their Age Related Expectations and/ or make accelerated progress to achieve their full potential.	Each class has a TA and certain year groups have been deployed key workers to build relationships and ensure enough staff deployment for interventions to take place.	£40 000	To increase the attainment of children in Year 6, seen within the secondary ready tests. Key staff to be deployed by class teachers effectively by identifying and targeting those children with specific needs within classroom interventions. Regular analysis to take place as part of the assessment cycle, including feedback about PP children in pupil progress meetings.
	Purchase of iPads and other technology and essential equipment to enable inclusivity.	£3 000	All children are able to engage in doodle maths, doodle tables and AR reading or equivalent programmes (trusted and researched programmes) to raise standards. Replacement/ repairs to three ipads, following loss and breakages.
	The appointment of an EAL specialist Teaching Assistant to support pupils, staff and parents both in class and out.	£12,000	Pupils and Parents are able to access information, communicate issues with school, understand expectations and generally have homework and events translated enabling them to complete work to the best of their ability.
	Certain selected Keystage 2 year groups, to run a homework club either during a lunchtime or after school, to provide the same opportunities for those who are disadvantaged.	£8 736	Pupils have the opportunity to complete homework with a professional, and with access to an ipad and internet. Increasing the amount of children completing homework and raising standards through extra practise of skills.
	Improved communication and relating expectations with parents, via the website, pupil/ parent conferencing, coffee afternoons along with curriculum meetings and specific workshops.	£-N/A	Parents supporting school and the academic achievement of their children, by ensuring homework is completed. Improved attendance at workshops run in school time.
Wellbeing			
Address the personal, social and emotional needs of pupils (PSE), to allow learning to take place.	The re- appointment of Mrs Wiggin's as pastoral care to deliver bespoke nurture sessions and to be responsible for CAFs, bereavement, bullying and domestic concerns.	£14 000	Attendance and welfare concerns will have less Impact on a pupil's success at school. A significant reduction in C3 consequences- evidence of the impact of a preventative approach to behaviour management championed by the THRIVE/ BOXHALL system.
	All support staff are invited to the rigorous CPD sessions. This year the focus has been on safeguarding and communication. Developing confidence, knowledge and needs of all our children whether they are kitchen staff, dinner ladies, office staff and the lollipop ladies.	£5 000	Improved successful playtimes due to relevant and consistent support for children with social needs during times of play.
	Contracted a Specialist Play Therapist and Family Worker to support	£7 200	Accessibility to learning will improve, due to improved focus, concentration, drive and

	certain children through social issues.		enthusiasm to learn.
	The purchase of specific resources and services when required. Such as furniture, clothing, uniforms, bedding etc.	£100	Attendance and welfare concerns will have less Impact on a pupil's success at school.
	Outside agencies invited in to school to discuss needs and how best to support children in regards toileting, behaviour, sleep patterns etc. Parental invites given to specific needs based workshops to promote parental engagement and expectations of good home school communication and relationships.	£-N/A	Ensuring clear lines of communication any issues arisen both inside and outside of school. Improved communication and engagement with certain families. Support given in how to support children and the school.
Enrichment activities			
Maximise the accessibility of appropriate and meaningful activities.	Purchase essential equipment for school and subsidise school trips/ extra curricula activities and holiday activity passes to enable inclusivity and experiences.	£2 000	Limit maximum payments for school trips to enable affordable voluntary payments. Enable 'families in need' to afford to send their children to attend residential and develop related social skills and independence
	Subsidise children partaking in early bird breakfast club to benefit in social skills and healthy eating.	£ 1 000	All children are able to come to school in a calm and energetic manner by developing social skills and healthy eating.

Research evidence and rational for our choices

The Sutton Trust/ EEF research demonstrates that:-

1. Children who participate in arts, outdoor learning and sports participation have a positive gain academically and a positive effect on pupils outcomes
2. Targeted interventions matched to children's specific needs or behavioural issues can be effective in increasing learning outcomes.
3. Digital learning and group/ peer learning, holds children's interest and enthusiasm to learn, therefore creating more progress and resilience within children.
4. Extending learning and primary homework can enhance and promote practicing skills, revising key elements for next sessions to promote a faster pace of learning.
5. Small group interventions with highly qualified staff are effective in promoting pupil progress, along with effective verbal feedback from the teacher and mastery learning.

Higgins, S., Katsipatakis, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit. London: Education Endowment Foundation.