

# Sevenoaks Primary School

## Pupil Premium Report 2018 / 2019



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Please note: Outcomes and section 6 and 7 will be completed at the year end.

### 1. What is Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It was introduced in April 2011 to ensure that these children benefit from the same opportunities as all other children.

There are three categories of children that qualify for 'Pupil Premium'.

- Children who are currently eligible for Free School Meals (or have been in the previous six years)
- Looked After Children (LAC) or Post Adoptive Children
- Armed Forces Children

Schools are free to spend the Pupil Premium as they see fit in order to support the children however we are accountable for how they have used the additional funding and it is important that we can demonstrate impact. Additionally, from 2012, we were required to publish online information about how

we have used the Premium. This will ensure that parents and others are fully aware of the attainment of children covered by the Premium and the extra support that they receive.

The Pupil Premium Rates for 2018/19 are set out below:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2009), as well as those first known to be eligible at January 2015.	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
<b>Service children</b>	
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

If you have any questions relating to Pupil Premium, please feel free to contact Miss Durkin, Assistant Headteacher or Mr Duffy, Head Teacher.

## 2.SPS pupil premium allocation from April 2018 – March 2019

Total number of pupils on roll	45
Total number of pupils eligible for PPG (Pupil Premium Grant)	40 fsm 5 post adoptive 0 LAC
<b>Total amount of PPG received</b>	£64,300.00

## 3. Barriers to educational achievement that the disadvantaged children in our school face

The barriers and challenges faced by our disadvantaged pupils are complex and varied – there is no single difficulty faced by all. They range from physical to learning to social to emotional. Each child is assessed individually and we pay attention to a range of potential challenges including, but not exclusive:

- Children are disengaged, struggle to relate to texts and are making less than expected progress in reading.
- Children lack confidence and are less likely to see themselves as successful.
- Children have behavioural challenges brought on by a range of situation.
- Children find it hard to get to school / to get school on time.
- A lack of support for home learning.

## **4.How we are spending our pupil premium allocation for the 2018-19 school year to overcome these barriers and how this has made a difference to our pupil premium children**

At Sevenoaks Primary School the Pupil Premium has been making a significant difference to our disadvantaged pupils. We ensure that the additional funding reaches the children who need it most and that it makes a significant impact on their education and lives. We aim to use pupil premium approaches that are strategic, evidence-based, ambitious and built on an ethos of high quality teaching for all.

How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. At Sevenoaks Primary School, we use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. However a key part of this is targeted interventions that are also provided to support emotional and behavioural needs and development.

To help us implement a strategic and evidence based approach, all our interventions are underpinned by provision maps which identify individual needs and put appropriate interventions and resources (including staff) in place to address these areas. Pupil passports are also used to identify children's needs and highlight all the provision they receive and its impact. They include comments from parents, children and staff. These passports track children as they move up the school in order that staff have a clear picture of past provision and its impact.

To give content of how this works on a daily basis, below gives more details of the approach and how we spend the PPG.

### **Identifying primary needs**

Whilst quality first teaching, provision maps and pupil progress meetings all place a large emphasis on supporting our PP children as does our monitoring focus, we are also looking more broadly at the child as a whole. Children vulnerable to underachievement have their primary needs identified and measures are put in place so they make good or better progress. Often this primary need is not academic but social or emotional. Working with parents/carers and knowing the children, staff are able to plan for the children more widely. We will continue to investigate provision that suits the child's needs such as the drama lessons, violin lessons and play therapy that were introduced last year.

### **Improving wellbeing and resilience**

Sometimes disadvantaged pupils experience a lack of confidence and are less likely to see themselves as successful. This can create an attitude of negativity towards their learning that we work hard to overcome.

Growth Mindset was introduced in the 2016-17 School Improvement Plan and has been embedded into the way we learn and the language we use. It is now integral to the vision of the school, as part of teaching and learning and the wider emotional wellbeing focus.

We have also established the 'ABC Team, our mental health first aiders. They work with children for whom staff or parents have expressed concern about their wellbeing. They listen to and support the children to build confidence and resilience.

Our 'Relax Kids' therapist has led sessions with staff and shares her practice with the staff of individual children that she works with, in order that techniques can be applied during the school day.

### **Attendance**

Sometimes disadvantaged pupils are more likely to be late or not attend school than peers. We have a dedicated weekly meeting with our Attendance Manager, Headteacher and SENCo to analyse attendance and action phone calls, meetings or letters as appropriate in order to improve on lateness and attendance. After just one letter expressing concern over attendance, meetings are arranged with the HT to discuss attendance and if there is no improvement, the local attendance authority is informed.

### **Continued CPD and reviewing of provision**

We continue to look at ways to develop the effectiveness of our Pupil Premium funding. This includes looking at other schools and specialist bodies for ideas and innovations as well as feedback from teachers and parents who have been attending relevant conferences and training.

This year's changes include new therapy sessions for a wider group of children such as 'Relax Kids' and 'Draw and Talk', development of sensory rooms for vulnerable children, a Y5/6 hub for children working out of year group, introducing Dynamo maths, a separate nurture breakfast club, developing the school grounds to allow all children access to creative and more risky play and extending Forest Schools into Year 1. We have also added after school cooking and life skills lessons and ran both Easter and Summer schools.

You will find below highlights of the varied interventions, resources, packages and programmes, which we use to support the children (where it would be possible to identify a child from the number of pupils and / or appropriate allocation data, this data has been excluded).

Type of Support	Activity / Benefit	Benefit	Outcomes	Number of pupils and approximate allocation
Academic	Quality First Teaching and Effective teacher feedback - 'Assessment for Learning'	<p>The most effective support that can be provided is through quality teaching by both the teachers and support staff. It is vital that the teaching staff provide direct and immediate feedback to pupils. By doing this, pupils can self-reflect in order to accelerate learning and progress.</p> <p>Pupils are given specific guidance to scaffold 'next steps' and consolidate understanding. It is important for the school to plan, monitor and evaluate learning</p> <p>Whilst this is our aim for all children, we do have an extra focus on PP children through feedback at pupil progress meetings, extended parent meetings and pupil passports.</p>		All PP Children
	Targeted Teaching Assistant Support	<p>Specific focused interventions to target accelerated progress across the curriculum in a high impact manner are delivered by our Teaching Assistant support team. This consists of both support in class and tailored intervention sessions which are reviewed termly with the SENCo eg Lego therapy, TRUGs, power of one etc</p>		£1,984
	One-to-One Tuition and Small Group Support	<p>This support is designed to 'boost' progress in Maths and/or English. The aim of this tuition is to 'narrow the gap' and support each pupil in achieving their potential. These sessions are all led by qualified teachers. (5)</p>		£6,300
	The Hub	<p>The Hub has been established for Y5/6 children who are working well below that of their peers. Children attend for the morning maths and/or Literacy sessions which are led by a qualified teacher/SEN specialist and supported by three TAs. Budget split 50%SEN, 50% PP.</p>		£17,100 £8,550 Teacher £8,550 TAs

	Holiday School Easter and Summer	Additional 'booster/extension' sessions have been arranged in the school holidays to support Pupil Premium children. These are led by a teacher and TA in the morning and some children attend P4Ages holiday scheme in the afternoon.		Total £3,014  Summer £808 Easter £2,206
	Maths interventions	The SIP focus this year is on use of manipulatives in maths to ensure children's understanding is embedded through visual and kinesthetic learning.		
	ICT Resources (Hardware & Software)	The school offers TTRS (touch type read spell) which can enhance learning and engagement in pupils. Specific programmes are funded such as manga high which are used to challenge and engage.		Total £90  Cost per pupil £45
	Music lessons	The school has funded music lessons provided by Kent Music school and has supported the loan payments for the instruments		Total £1,655  Violin £630 Guitar £1,200
	Food Technology (Cooking)	This programme has been designed to promote life skills, independence and self-esteem. Pupils take an active and practical role in food technology as well as discuss healthy living and diet. Each child has an individual target each session which is reviewed at the end. We run two separate groups each week.		Total £2,546  Food £266 Staff £2,280
	Homework Club	An afterschool club specifically for Phase 3 children who need support with homework both to accomplish it and to understand it.		£585
	Beanstalk Readers	Children are given one to one weekly sessions with Beanstalk Readers to focus on a shared love of books and their reading skills. (9)		£3,424
	Life Skills Classes	An after school club for selected children to support with everyday skills such as organisation, social skills etc (3)		£780

	After school cooking club	An additional fun cooking club to support children's ability to follow instructions, work as a team and learn about healthy eating. (2)		Total £970 TA £780 Food £190
<b>Total</b>				<b>£38,448</b>
	Play Therapy	The Play Therapy sessions not only support well-being but self-esteem and confidence are also focused upon.(3)		£4,680
	Family Therapy	This was introduced midway through the previous year and is a valuable tool for supporting the child's emotional well-being and home life.		£5,400
	Draw and Talk	A short term intervention used for children prior to more formal counselling. We have a trained staff member who sees children on a weekly basis.		£1,140
	Mental Health First Aiders (ABC Team)	Four members of staff have attended the mental health first aiders training. They will be available to all pupils on a need basis.		£200
	Relax Kids	Sessions are held weekly on a one to one or group basis. Training has been shared with key staff so that strategies can be applied/continues in class. (6)		£3,510
<b>Total</b>				<b>£14,930</b>
<b>Physical</b>	Sensory Circuits	A sensory motor skills programme designed to energise or settle pupils into the school day. This programme is delivered daily by trained support staff.		£760

	Sports Clubs	All children have access to a huge range of clubs at school but where clubs that are offered are fee paying, the PP children are offered places specifically.		£890 Gym £350 Football £40 Drama £300
<b>Total</b>				<b>£1,650</b>
	Nurture Breakfast Club	A separate Breakfast Club run in the Nurture room for children who struggle coming into school or take a while to settle in the mornings. Children enjoy breakfast together and some time to engage in self-initiated play. (5)		£1,560
<b>Family Support</b>	Breakfast Club & Play 4 Ages	When required, the funding is used to cover the cost of our extended school provision. This also allows the children to engage in the full range of extra-curricular activities available before and after school.		Total £3,962 Play for Ages £2,280 Breakfast club £1,682
	Supporting families	The school is committed to supporting parents, carers and families as well as individual pupils. If required, the 'Pupil Premium' is used to fund training or courses, specific to identified parents/carers, in order for them to help their child at home and with school life.		£100
	School trips, visitors and residential visits	When required, the funding is used for identified individual pupils who may not participate on or in an educational visit/activity due to disadvantage. Pupils have been supported through the funding to enable them to attend such activities with their peers.		£3,650
<b>Total</b>				<b>£9,272</b>
<b>Total</b>				<b>£64,300</b>

## 5. How we measure the impact of the pupil premium

Pupil premium is covered by a wide range of activities as well as being a standing item at Governor meetings. The next senior leadership meeting with Governor representation regarding the pupil premium strategy review will be February 2019

For all specific actions and meetings related to Pupil Premium, please see table below:

Term	Action	Those responsible
<b>Term 1</b>	Teachers' discussions with pupils and parents inform provision and passports	Class teachers
	Letter sent out to PP parents offering chance to give written feedback or have a meeting with the CT.	
	Pupil premium report written, approved by Governors and put on website	Jane Durkin, Simon Leigh (Gov)
	Pupil passports filled in for new year in discussion with previous teacher.	Class teachers
	Analysis of attendance, follow up if necessary	Alison Potter and SEN team
	Analysis of clubs. Parents offered clubs including fee paying if suitable for child and child has limited clubs on list.	Alison Potter and Jane Durkin and Class teachers
<b>Term 2</b>	Provision maps reviewed and actioned	Class teachers
	Pupil Progress meetings with a specific focus on PP children. Actions set, followed up by phase leader and reviewed at next meeting	SMT and class teachers
	Analysis of attendance, follow up if necessary	Alison Potter and SEN team

	Feedback at Learning and Development Governor meeting	Jane Durkin and Simon Leigh
	Review of passports and provision by PP co-ordinator	Jane Durkin
	Analysis of attendance, follow up if necessary	Alison Potter and SEN team
Term 3	Pupil Premium meetings set up with each class. HT and AHT look at books, discuss targets and progress. Provision discussed and actioned if necessary.	CT, HT & AHT
Term 4	Analysis of attendance, follow up if necessary	Alison Potter and SEN team
	Yearly review meeting of PP needs, budget and provision	Jane Durkin – PP and AHT, Simon Leigh (Gov), HT, Sarah White AHT, Rowena – SENCO and Suzanne - Bursar
	Provision maps reviewed and actioned	Class teachers
	Pupil Progress meetings with a specific focus on PP children. Actions set, followed up by phase leader and reviewed at next meeting	SMT and class teachers
	Parent/Child questionnaires Data analysed by JD and fed back to CTs. CTs can respond to questionnaires with parents at Parents' Evening	Jane Durkin CTS
	Feedback at Learning and Development Governor meeting	Jane Durkin and Simon Leigh
	Pupil passports reviewed	Class teachers
	Analysis of attendance, follow up if necessary	Alison Potter and SEN team
	Pupil Progress meetings with a specific focus on PP children. Actions set, followed up by phase leader and reviewed at next meeting	SMT and class teachers

Term 6	Feedback at Learning and Development Governor meeting	Jane Durkin and Simon Leigh
	Analysis of attendance, follow up if necessary	Alison Potter and SEN team
	Class handover to have a focus on PP children and share updated passports	All staff, teachers and TAs
	Transition. Extra transition activities implemented where needed	Class teachers
	Pupil premium data analysed and actioned for next academic year	Jane Durkin and SMT
	Pupil premium report updated with end of year data	Jane Durkin

## 6. Comparative Data for pupil premium children

End of year results to follow

## 7. Attendance statistics

End of year results to follow