

Pupil Premium at Allfarthing

What is Pupil Premium Funding?

Pupil Premium is a funding allocated to schools by the Department of Education to provide additional educational support according to the number of children eligible for Free School Meals during the last 6 years (known as the FSM Ever 6 measure). There is also additional pupil premium funding for children who are looked after, ie they are in Local Authority Care, children adopted from care under the Adoption and Children Act 2002 or children from services families.

The government awards this funding to help raise attainment, accelerate progress and fulfil the achievement potential for these children. National data shows that as a group, these children have consistently lower educational achievement than those who are not in these groups.

The government believes that school leaders should decide how to use the pupil premium but this funding should be used to support these particular groups of children. All schools will be held accountable for how they have used the Pupil Premium funding and the impact it has had on the children's learning.

Please see our 2018/2019 Pupil Premium Statements below.

Funding and the Allfarthing Context

2018-2019 - Allfarthing received Pupil Premium Funds of £116,740

Total 87 ever 6, 1 post LAC pupils

We have used the government criteria set out in the points above to identify who is in the Pupil Premium group and this follows the school mission of 'Excellence for All'.

In addition to this we have also identified children whose older siblings are eligible for Pupil Premium even if they are not entitled in their own right. They could be in Nursery and do not have a meal provision due to half days, the family circumstances have changed since the claim for Free School Meals was made for the siblings or if no claim for Free School Meals has been made for that particular child due to the Universal Free School Meal provision.

We include children who meet the Pupil Premium criteria but we do not receive funding for in a current cycle as they joined the school after key census dates used to calculate the funding.

The aim of our use of Pupil Premium funding is to increase the progress, attainment and enjoyment of school life of all of these children, even if they are already performing above national expectations.

Barriers to learning for the PPG children

- Many of our children have language barriers such as English as Additional Language and limited/delayed language skills
- There is typically high mobility; the children arrive later in KS1 or KS2 and rapid acceleration is needed.
- Typically they have lower attendance rates when they join the school.
- Prior attainment tends to be 'low' and many have SEN needs.
- Low self-esteem with others and their own learning.

1. Planned expenditure

Academic year 2018/19

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Mastery	Enhanced mastery opportunities for children-AHT in English and AD in maths.	Children need opportunities across the curriculum to fully embed their learning	Evidence in books and monitoring cycle.	AHT/AD	Termly
Total budgeted cost = supply costs for TRG and release costs for lead teachers					£5000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well and its impact measured?	Staff lead	When will you review implementation ?
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Ensure targeted Y5 and Y6 pupils quickly catch up on areas of math where they have knowledge gaps	Release of Y4 and 5 (4 x ½ day pw)class teachers to give high quality intensive support to targeted pupils in Autumn term	Assessment data showed individual pupils making slower progress. It was agreed that CTs could offer high quality focused support to close the learning gaps at the start of the year.	Use of tried and tested resources Targeting carefully to individual needs Careful monitoring by observation and book scrutiny Impact measured through pre and post assessment	DHT	June 2019
To improve progress lower ability PP pupils	Release of Maths SL (1 x ½ day pw) to give high quality support to targeted KS2 pupils	Assessment data identified pupils whose progress was slower than average. It was agreed that these pupils would benefit from the Maths SL's expertise	Deployment of experienced and knowledgeable teacher. Impact measured through pre and post assessment	AD	June 2019
To make a good start and achieve the same outcomes as their peers	1 hour a day, 5 days a week	PP children are behind at the end of EYFS. Targeted early support would ensure they are make similar progress.	Monitoring by EYFS lead. Measured through ELG and profile.	EYFS lead	Termly

PP children make similar progress to others and make at least expected progress individually.	1 teacher for 1 day a week to support in class and interventions outside of class 1 TA dedicated to PP children across the year groups	Y6 & Y5 have a very large PP cohort compared to the school (45% in Y6, 18% whole school)	Monitoring through AHT & HT. Work scrutiny, observations. Analysis of assessment	AHT	Termly
Specific improvement in identified skills, behaviour and attitude of PP pupils	Targeted small group work of TA's in Therapeutic art, Chatterbox, OT and Maths	Evidence showed specific skills needed building.	Monitoring and impact pre and post are measured. Effectiveness through Pupil voice interviews.	DHT	Termly
Total budgeted cost = cost of teacher .3 : supply costs; TA for interventions					£86,000
iii. Other approaches					
Desired outcome (where they are able to and want to)	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?
Children attend Residential trips .	Subsidise Y4 Golden Hinde (1 night), Y5 Wildchild (2 nights) and Y6 PGL (4 nights).	Some PP children would not attend these trips unless the reduction was given/% of PP children not attending residential	Cross check of reasons not attending, ensure parents are fully aware of bursaries.	HT/AG	Before and after each trip

	(look to increase % moving forward)	trips is high.			
Instrumental costs	Subsidise instrumental lessons	More PP children should be given the opportunity to access and attend music lessons.	Review of music lessons each term.	Music lead/AG	Termly
Participation in schools clubs	Subsidise school clubs	Some PP children would not attend clubs unless there was a significant reduction-both internal and external	Attendance records of those at clubs.	DHT/Office	Termly
External events/competitions	Ensure PP children have exposure to a wide variety of trips/competitions.	Ensure PP children have a wide experience of different opportunities	Track and review those that are attending external events/competitions.	DHT and subject leads	Termly
Place 2be	Use money to subsidise Place 2Be (35% of total	Well used resource throughout the school that provides support for PP and other children	Regular meetings with Place2Be manager	SENCO/AHT	Annually
Total budgeted cost:					£20,500
Contingencies: in year admissions etc					£5240