



Pupil Premium and Service Pupil Premium Strategy 2019/20

Funding for 2019/20

Pupil Premium allocation £39,600 (30 children)
Service Pupil Premium allocation £2,100 (7 children)
Additional Pupil Premium allocation £6,900
Total allocation = 48,600

Rationale

The Huish Episcopi Pupil Premium Strategy will enable Pupil Premium and Service Pupil Premium children to perform at least as well as their peers by closing any gaps which may exist from initial and ongoing assessments. We believe that ensuring equality of outcome, regardless of starting point or background, is an essential right for all children. We will endeavour to combat the national trend by using our strategy, tailored to our context and provision, to ensure equality for all children using Service and Pupil Premium funding. Our annual review will ensure each outcome is measured against its impact which will in turn inform subsequent provision planning. We intend to build upon career provision for 2019/20.

Main barriers to educational achievement for a number of our children in our school:

- Socio economic backgrounds (IDACI 2015 – Langport is in an area with a low income average, high unemployment and low access to health provision)
- Irregularity of home routines
- Parenting presence and stability
- Behavioural challenges
- Low levels of language as English speakers and EAL learners both on entry and throughout school career
- Low perception of education value
- Low aspiration for future lives

Strategy

Our Strategy consists of three elements which address the main barriers to educational achievement in our provision:

Enable all children to be 'learn-ready' in an equitable position to peers
(school uniform, resources, extended school provision)

Enable all children to have access to high quality support for teaching and learning in school and at home
(interventions, assessment and tracking, resources, technology, CPD)

Enable all children to have access to enrichment opportunities in and beyond school which generate high aspirations from an early age
(Raising the Future programme, music, art, theatre, sport, swimming, trips and visits, visitors, career and enterprise)

Date of the next review of our Pupil Premium Strategy

The next review of our Pupil Premium Strategy will take place in August 2020.

Area	Intention and implementation	Intended outcome	Impact	Cost
What?	What shall we do?	Why are we doing it? So ...	What do we want to see?	How much?
School uniform	Provide items of uniform	PP children have equity with peers ensuring attendance at school without stigma which would impact on progress and attainment.	<ul style="list-style-type: none"> • Peer equity of attendance at school in the first and last two weeks of term • Peer equity participation in sport lessons 	£200
Resources	Provide bags, pencil cases, dressing up clothes, mufti clothes, hygiene products, wash bags, swimming kits	PP children have equity with peers ensuring attendance at school and no stigma which would impact on progress and attainment.	<ul style="list-style-type: none"> • High attendance on mufti, celebration, swimming and sport days or school play days • Equity between peers 	£200
Breakfast and afterschool club	<p>Provide reduced rate places for wrap around care through breakfast club and after school club (Busy Bees). New system in place from September 2019.</p> <p>Provide a free breakfast during SATs week</p>	<p>Children eat breakfast before every school day.</p> <p>Children have a positive start to the day within a friendly environment.</p> <p>Children are able to complete homework and play in a safe environment with supervision.</p> <p>All children read to an adult during Busy Bee provision.</p> <p>Parents, especially single parents, are able to work.</p>	<ul style="list-style-type: none"> • Attendance increased and reduced late marks • Concentration is improved throughout the day with fewer behavioural issues • Reading and homework is completed with supervision • Children have working parents (modelling aspiration) 	£3500
Phonics intervention	Teachers and TAs hold phonic sessions to ensure all children are secure in phonic knowledge. To include booster sessions this year	<p>Children are able to close the gap with peers.</p> <p>Children are able to access all areas of curriculum without low reading ability affecting progress.</p>	<ul style="list-style-type: none"> • PP have equity or above with peers • Phonic test high pass rate • Embedding good reading habits from a young age 	£4500
Intervention (1:1 or small group work)	Teachers and TAs hold focussed subject specific sessions to ensure all children are meeting age	Children are able to access the full range of the curriculum at an alternative level and pace.	<ul style="list-style-type: none"> • Greater depth being achieved across the curriculum by all pupils with or without home 	£4000

	related expectations	Differentiation through scaffolding and stretch, mastery or emerging.	support <ul style="list-style-type: none"> • Children closing the gap between peers 	
Behaviour support (1:1 or small group work)	Child focussed support for PP children for challenging behaviour. Staffing permits children to be removed which ensures peers continue to access learning of quality and pace	Children who are struggling to control behaviour are supported in non-specific and necessary forms of engagement.	<ul style="list-style-type: none"> • Fewer episodes of challenging behaviour • Children learning how to self-regulate more frequently • All children continuing to access learning of quality and pace 	£1500
Maths and English support (ILI, Sound Linkage, toe by toe, timetable rockstars, reading for thinking, reading for comprehension, Word Wasp, Extend maths)	Teaching Assistants support PP and other learners within or outside class with small group sessions or 1:1 support	Children make at least equivalent progress compared to peers. Children have a love of learning instilled with high aspirations of self.	<ul style="list-style-type: none"> • Scrutiny of data through ELGs, phonics testing, KS1, KS2 statutory testing show parity with peers • Pupil progress meetings, GL testing results show parity with peers 	£10500
ELSA support	Support children experiencing loss, bereavement, trauma, friendship issues or other Social/Emotional issues Ensure a trained ELSA is on site to support children through programs or sessions	PP children are able to learn strategies and resilience in order to be able to fully access their learning or engage socially in school and beyond.	<ul style="list-style-type: none"> • Attendance increased, reduced late marks • Children's focus is improved showing parity with peer work • Behaviour issues do not impact negatively on learning and progress 	£4000
Educational psychologist support	Engage an Educational Psychologist to assess children	Children access educational psychologist assessments sooner in order that support can be put in place earlier than would otherwise be possible.	<ul style="list-style-type: none"> • Fewer episodes of challenging behaviour • All children continue to access learning of quality and pace with scaffold and support relevant to the needs of each individual child 	£1500
Assessment and tracking	Continue to invest in assessment and tracking tools and materials	Accurate PP premium data can ensure focussed interventions are	<ul style="list-style-type: none"> • Cumulative dysfluency is identified and rectified early in 	£5050

	<p>which are efficient and accurate (GL, CGP, FFT, Renaissance Learning, Phonics Tracker, Tapestry)</p>	<p>provided to prevent cumulative dysfluency and increase focus for mastery learning.</p>	<p>school careers</p> <ul style="list-style-type: none"> • Progress is above average when compared to national data through statutory testing 	
Safeguarding	<p>Continue to invest in an online safeguarding recording system</p>	<p>An online tracking system will alleviate time pressure for recording information allowing additional time for pastoral work to take place during an equivalent period of time</p>	<ul style="list-style-type: none"> • Attendance increased, reduced late marks • Children's focus is improved showing parity with peer work • Behaviour issues do not impact negatively on learning and progress 	£650
Educational resources for home learning	<p>Subscribe to home learning resources: MyMaths, Bug Club</p>	<p>PP children have access to home learning tools.</p> <p>MyMaths can develop understanding through lessons provided online and offer the opportunity for children to practise skills.</p> <p>Bug Club offers the opportunity for children to listen to texts at home either as a pre-learning exercise, for homework or for fun.</p>	<ul style="list-style-type: none"> • Self-motivated pupils ready to progress having learning habits embedded from an early age • Scrutiny of data through ELGs, phonics testing, KS1, KS2 statutory testing show parity with peers • Pupil progress meetings, GL testing results show parity with peers 	£850
Reading resources	<p>Invest in books and online reading provision</p> <p>Provide a comfy reading area in Parrett</p> <p>Reading enticements (cactus plants)</p> <p>Additional material to ensure all books are phonically decodable</p>	<p>All children have reading material which provides interest, intrigue and stimulation.</p> <p>Books are replaced regularly due to high impact usage to ensure pleasure and enthusiasm is maintained.</p>	<ul style="list-style-type: none"> • Avid readers from the very first days of entering our school • Readers are learners and learners are readers is evident for all pupils • All groups of children are inspired to write well which has been modelled through high quality texts 	£3500

EYFS resources	Invest in skill specific resources for the current EYFS cohort. Baseline data shows the 2019 cohort have high needs for speech and language.	All children will have the opportunity to learn and play with toys that build specific skills. Communication, language and maths resources interest, intrigue and provide stimulation through play to develop skills	<ul style="list-style-type: none"> • Engagement in learning is highly focused as teaching tools are up to date, stimulating and are of a high quality • Communication, language and maths skills are developed in line with peers 	£2000
Technology	Support learning through up to date technology	PP children entering the school in Reception are able to access learning in an interesting and interactive manner equitable to their peers. Exposure to visual, auditory and kinaesthetic activities through IT stimulates all children, including PP children, from a range of backgrounds.	<ul style="list-style-type: none"> • Engagement in learning is highly focused as teaching tools are up to date, stimulating and are of a high quality • Parental engagement with school is increased through regular interactions • Computing skills are developed 	£3250
CPD	Engage Phonic Expert to assess current provision and provide training Salary reimbursement for visit to outstanding provision	Children, including PP children, benefit from improved high quality teaching from all staff. Teaching staff receive investment in self from outstanding modelling.	<ul style="list-style-type: none"> • PP have equity or above with peers • Phonic test high pass rate • Morale is high with improved staff well being • Best practice is observed, implemented and embedded 	£350
Music lessons	Provide PP children with an opportunity to learn an instrument as a class PLAC receive free 1:1 music tuition and instrument	All children have equity with all learning opportunities in school. Children have exposure to an additional source of learning. Learning and curiosity is nurtured in a small group or 1:1 setting. Children have an increased awareness of future opportunities after school, college and	<ul style="list-style-type: none"> • Language (vocabulary) and cultural capital is increased • Intellectual curiosity is developed outside of the classroom • Increased confidence with self is evident through small showcases • Increased aspiration for future lives is evident in conversation 	£800

		university.		
Art activities and theatre visits to school	Provide a theatre experience for all children	<p>All children, including PP children, are exposed to the arts.</p> <p>Knowledge of modern Britain is increased.</p> <p>Children have an increased awareness of future opportunities after school, College and university.</p>	<ul style="list-style-type: none"> • Language (vocabulary) and cultural development is increased • Enthusiasm for diversity and modern Britain • An engagement with the arts which feeds through to the classroom and beyond into the community • Possible increased aspiration for future lives is evident in conversation 	£340
Swimming	Subsidise or supplement swimming lessons	All children, including PP children, are able to access extra lessons to ensure they can swim 25metres before leaving the school.	<ul style="list-style-type: none"> • Equity between peers • Increased water confidence and with self which is evident through conversation, skills and ability 	£460
Sport	Provide regular sport fixtures	<p>Children have the exposure to people and places beyond their immediate surroundings.</p> <p>Children have an opportunity to participate in group activities in competitive surroundings.</p>	<ul style="list-style-type: none"> • Increased confidence with self is evident through conversation • Leadership and organisational opportunities are developed • Possible increased aspiration for future lives is evident in conversation 	£1600
Trips	<p>Subsidise visits or trips</p> <p>Class visits, whole school Science museum visit</p>	<p>To increase exposure of pupils to modern Britain.</p> <p>All children, including PP children, have the opportunity to experience cultural and educational opportunities alongside their peers.</p>	<ul style="list-style-type: none"> • High attendance during trip or visit periods • Equity between peers • Language (vocabulary) and cultural development is increased • Enthusiasm for diversity and modern Britain • An engagement with the topic which feeds through to the classroom and beyond 	£800

			<ul style="list-style-type: none"> • Possible increased aspiration for future lives is evident in conversation 	
Career inspiring visitors	Engage visitors to school (vet, MP, author, engineers)	<p>To increase exposure of pupils to modern Britain.</p> <p>To provide learning opportunities to inspire, educate and enthuse.</p>	<ul style="list-style-type: none"> • Language (vocabulary) and cultural capital is increased • Enthusiasm for diversity and modern Britain • An engagement with the topic which feeds through to the classroom and beyond • Possible increased aspiration for future lives is evident in conversation 	£1500
Career and enterprise	Fully subsidised career fair trip and university visit	<p>To increase exposure of pupils to modern Britain.</p> <p>To provide learning opportunities to inspire, educate and enthuse.</p>	<ul style="list-style-type: none"> • Language (vocabulary) and cultural capital is increased • Enthusiasm for diversity and modern Britain • An engagement with the topic which feeds through to the classroom and beyond • Possible increased aspiration for future lives is evident in conversation 	£1800