

2019-2020 Pupil Premium Report

Mrs Claire Goddard is the new staff member responsible for Disadvantaged Learners. Children who receive Pupil Premium funding from the Government are known as Disadvantaged Learners. The role of the Disadvantaged Lead Learner (DLL) is to provide leadership and co-ordination of provision across the school to enable Disadvantaged Learners (DL) to achieve at least as well as all their peers.

Definition/Background

The definition of a Disadvantaged Learner is a child who is

- Eligible for Free School meals, or have been in the last 6 years and/or
- A Looked After Child (LAC) or those who have previously been looked after by the state but are now adopted or those who are subject to a Special Guardianship Order and/or
- Children with parents in the Armed Forces.

Based on the above definition, the Government provides funding for schools to narrow the statistically evident gap between Disadvantaged Learners and their peers.

The funding differs depending on which category the child is in. For service children the Government provides a SPP (Service Pupil Premium) of about £300 per child and their performance is not measured on the same basis as those matching either of the other 2 criteria. For LAC or children eligible for free school meals the funding is £1320 (from April 2020 it will rise to £1345) per child and for looked after children, the funding is £2300.

It is also noteworthy that children who have been in receipt of free school meals within the last 6 years continue to receive the pupil premium for the remainder of their time at primary school, known as 'ever6'.

The funding received is channelled to support all children who need extra support in school, rather than solely those eligible for pupil premium. This is so that those children not eligible but need extra support receive it and often eligible children perform well at school and do not require support at that time. Thus our continued emphasis to raise the standards of all, enables all to have high aspirations for all.

Funding

Funding received for the academic year 2019-2020 was £21960K, slightly less than the previous year. This figure is calculated in March based on the previous year's school census, taken in Oct 2018. It includes pupils in receipt of ever6.

Broadly the funds were allocated as follows:

- Approximately 45% of funding was used to provide 1-1 and small group interventions with TAs and teachers. These included spelling, reading, maths, writing, pre-learning and emotional literacy interventions.
- 40% was used to provide in class interventions within the whole class teaching environment.
- 15% was allocated to curriculum enrichment, including music lessons, swimming and school trips.

Performance/outcomes

Due to the cancellation of formal assessments we are unable to make statistical comparisons to similar schools or Wiltshire as a whole. However, our teacher assessments from February 2020 indicate our DL achieved well.

The table below compares our 2020 data with provisional SATs data from 2019.

	Disadvantaged children in England			Disadvantaged children in Holy Trinity		
	Below	At expected	Exceeding	Below	At expected	Exceeding
Maths	33%	67%	16%	20%	80%	20%
Writing/SPAG	33%	67%	24%	0%	100%	20%
Reading	38%	62%	17%	20%	80%	0%

It also interesting to note one of our DLs was also on the SEN register.

With schools closed, we very quickly provided a home learning platform accessible for all, providing a broadest possible education. When extra support, for DLs, was needed teachers reacted quickly, for example providing paper copies of work. All staff targeted DLs with daily messaging, phone calls and feedback on their learning. An emotional literacy support group with a TA was also initiated via email.

As part of our targeted small group and 1:1 support we trialled employing Mrs Jones for a morning a week to support DLs. The programme was reasonably successful but it was shortened by the closure of school due to Covid. We will not be continuing this during the academic year of 2020-2021 because as a staff we feel children being withdrawn miss out on the learning within the class and the outcomes were not significantly increased.

The best outcomes have been from 1:1 interventions, following individual programs. Aspirations are kept high, children receive support from their teacher and TA and remain in class as much as possible. The program is personal to the child's needs rather than trying to find a formal intervention program that widely addresses their need.

The continued funding of curriculum enrichment such as Hooke Court, swimming lessons and music lessons will always remain fundamentally important. It enables children to experience out-of-school learning opportunities which otherwise may not be accessible, developing themselves personally and opening up greater aspirations for the future.

An increased transition to senior schools was also developed, starting in September 2019. Mrs Goddard contacted all the necessary schools, discussing each child's needs, support they receive, aspirations and most importantly their strengths. This again was not only children in receipt of Pupil Premium but any other vulnerable children. From this some parents were also contacted, enabling a greater discussion and consequently easier transition for all. Although planned visits were curtailed due to Covid, apart from St Augustine's, these will hopefully occur for the academic year of 2020-2021.

Strategy for 2020-2021

As soon as possible each teacher will assess their current class. In KS2 the summer assessments will be used, e.g. a new Y4 child will take the Y3 summer test paper, whereas KS1 and EYFS will use a combination of teacher assessments. From the subsequent analysis targeted interventions will be established using all or a mix of specialised 1:1 intervention programs, small group sessions, support in class, and if necessary, external specialists such as counselling.

Reading is still a high priority. As mentioned in last year's report recent research shows that economically disadvantaged children know, on average, 500 words by the age 3 as opposed to 1,100 words known by economically advantaged children. The gap widens further as the children become older, research suggesting by the age of 14 DL can be up to 5 years behind in reading than their peers. All classes now have a class reading book, with the aim of choosing books that the children will enjoy but possibly not ones they may have chosen. This enables all the children to hear the spoken word, encounter a greater diversity of language and have the opportunity to hear and articulate opinions. Guided reading across the school will continue to develop understanding and also aid with language choices and discussions. Different strategies are used in classes, such as mixed ability guided reading to enable DL to hear an enriched language and how more complex and detailed answers are formed.

Following this, we will continue to focus on teaching DLs a wider range of language. TAs will use higher level vocabulary during their exchanges, developing words of the week and encouraging use of words in their speech and writing even if unsure.

Spending will be mapped out in a similar way to that of last year, since this was very successful. In addition, some of the funding in the new year will be used for training for the new DLL and those who work with these children.