

Pupil Premium Grant Strategy for the
Financial Year 2020/2021
and
Review of Pupil Premium Grant for the
Financial Year 2019/2020



Pupil Premium Funding

Context

The School Information (England) (Amendment) Regulations 2012 requires all schools to publish information on the school website about specified information. Point 9 of the regulations requires information to be shared on the use of the school's allocation from the Pupil Premium Grant.

Background Information

The Pupil Premium Grant was introduced in April 2011 and is additional funding that the government gives to schools for each pupil on roll where they are deemed to be disadvantaged. Prior to the introduction of the Grant, Governors at Westfield Infant School had set up a Cost Centre to support pupils from disadvantaged families with the cost of school trips, uniform, swimming and after school clubs.

Why is the Government providing the Pupil Premium Grant to schools?

Poverty or low income is the single most important factor in predicting a child's future life chances, with many pupils having low educational attainment by the time they leave school at the age of 16. The Government believes that Pupil Premium funding, which is in addition to main school funding, is the best way to address the current inequalities between pupils eligible for free school meals (FSM) and those pupils who are not.

Which pupils does the school receive the Pupil Premium Grant funding for?

Pupil Premium Grant is allocated to pupils in the school year groups from Reception to Year 11 from low income families who are registered for Free School Meals (FSM) or have been registered for FSM at any point in the last 6 years (known as 'Ever 6').

What is the difference between Free School Meals (FSM) and Universal Infant Free School Meals (UIFSM)?

All pupils at Westfield Infant School are entitled to UIFSM because the Government is currently funding a free lunchtime meal for all Reception, Year 1 and Year 2 pupils. However, in order to qualify for the support we offer, Pupil Premium Grant (FSM) parents will need to register their child's entitlement.

How do Parents register their child's entitlement for FSM Pupil Premium Grant?

Parents must apply for FSM PPG funding in order for the school to receive it. The process of finding out if your circumstances entitle you to this grant is very simple. Parents/Carers need to contact the FSM Team by phoning any of these three numbers:

0116 305 6588

0116 305 7093

0116 305 2740

The following information is required:

Parent Name

Parent Date of Birth

National Insurance Number or National Asylum Support Service Number

Name of Child

Child's Date of Birth

Parents/Carers are all given a leaflet explaining Pupil Premium Grant funding and giving information about how to find out if the school should receive the PPG for the child.

Other Pupils who are eligible for Pupil Premium Grant

From April 2014 schools received Pupil Premium funding for children adopted from care or who left care under Special Guardianship Order on or after 30 December 2005, provided they are on the school's database each January. Parents and guardians will need to inform the school, in confidence, about their child's circumstances and provide supporting evidence (for example the Adoption Order). In circumstances such as these a discussion will take place with the Headteacher about the support parents/carers and professionals feel would be of most benefit to the child. In some cases Social Workers will also be involved and it is important that each case is considered individually.

Service Premium

The Service Premium Grant is for pupils who have a parent serving in the armed services. Unlike the Pupil Premium this grant is not solely for raising attainment but for providing additional (mainly pastoral) support. The eligibility criteria for SPP is:

- one of the parents is serving in the regular armed forces
- a pupil whose parent has died in action

To be eligible, the parent must be supporting their family, so where parents are separated or divorced a pupil will not be eligible. The SPP is considerably less than the PPG and guidance makes it clear that SPP should not be used to subsidise routine school activity trips, music lessons, etc. In circumstances such as this a discussion will take place with the Headteacher about the support parents/carers and professionals feel would be of most benefit to the child. Working previously with parents in these circumstances we have provided iPads to aid communication, provided additional ELSA sessions and the children have attended homework club in order to support the parent at home.

Adopted Children/Special Guardianship Orders

There is another group of pupils; those adopted from care or who have left care. If your child is adopted or is previously looked after but now living with you under a special guardianship order (SGO) or child arrangements order (previously known as a child residence order) the school may be entitled to claim additional funding called Pupil Premium Plus.

In order to access this funding we need to record your child as 'previously looked after' on the school census each January. This information will be treated in confidence and will not be shared with anyone else. If you would like further information please contact staff in the school office.

Barriers to Future Educational Attainment for pupils eligible to PPG

- Low baseline for pupils entering school
- Socio –economic deprivation and home circumstances
- Low self –esteem, lack of resilience and emotional vulnerability

How the Pupil Premium Grant will be spent to overcome barriers to learning

Schools are left to decide how to spend the Pupil Premium Grant but there is an expectation that the funding is carefully targeted at the designated pupils and that an impact on attainment will become evident. Governors and staff at Westfield Infant School are aware of the need to monitor the use of this additional funding and are committed to ensuring that it is used in order to reduce the attainment gap for disadvantaged pupils. Accountability to parents/carers takes place formally via performance data, Ofsted Inspections and this annual on-line report. At Westfield Infant School informal accountability also takes place during discussions with parents/carers and an annual questionnaire.

Pupil Premium Grant strategy for the financial year 2020-21

Financial information as of April 2020

Number of Pupils and amount of Pupil Premium Grant (PPG) received	2020-21
Total number of pupils on roll	291 (Jan. census)
Total number of pupils eligible for PPG (including Ever 6 and Adopted Children)	31
Amount of PPG received per pupil	£1345
Amount of PPG received per adopted child	0
Amount of PPG received per Armed Forces child	0
<i>Total Amount Allocated 2020 - 2021</i>	£41,695

For the academic year 2020/2021 Governors agreed to adopt a tiered model as outlined below:

- Tier 1 – to support teaching and learning, including the professional development of staff **£6000**
- Tier 2 – to provide targeted academic support for pupils **£25,695**
- Tier 3 – to provide wider support for pupils **£10,000**
- **TOTAL** **£41,695**

See Appendix A for further details of each tier.

How the effects of Pupil Premium will be measured

- Provision maps (see Appendix B) and brief case studies demonstrating the additional support and the impact for individual pupils with an entitlement to Pupil Premium Grant will be compiled across the school.
- Informal discussions with parent/carers entitled to FSM PPG will be held to seek their views on areas of support they feel would be useful.
- Governors monitor and review the use of the Pupil Premium Grant throughout the year.
- The academic progress of Pupil Premium Grant pupils will be tracked and compared with their non-Pupil Premium peers.

Review of Pupil Premium Grant for the financial year 2019-20

How the Pupil Premium was spent in the previous academic year (2019-2020)

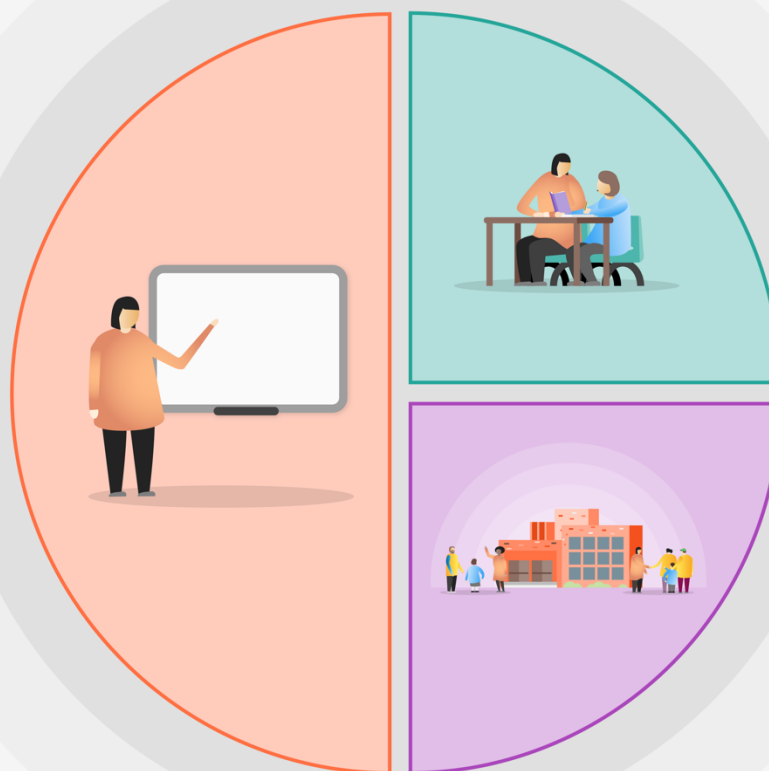
- Additional staffing support to enable pupils to be taught in smaller groups for English and Maths. When a need was identified pupils also received intervention in the form of Catch Up and Precision Teaching strategies.
- Priority was given to the support that has been recognised by parents/carers as being of greatest benefit, e.g. support for trips, clubs, mid-morning milk and uniform vouchers.
- The continuation of the work of the ELSA. We now have four ELSA trained members of staff who are available to work with the pupils. They are able to provide emotional support in order to raise standards of attainment. The Lead ELSA is also a trained Relax Kids coach.
- Mud Buster Programme. We offered a 10-week programme based on the Forest School approach to support Year 1 pupils. Staff identified pupils who were presenting with issues that they felt could be supported by attending the programme.
- The Lead ELSA was available for a 'drop in' session on a Friday afternoon by appointment. She supported and helped parents/carers with concerns and queries and was able to signpost them to where they would be able to get further support
- Vouchers were issued for use during Breakfast Week which took place during Healthy School Week in February
- A Breakfast Club for pupils who can arrive at school for 8.00 a.m. and benefit from a breakfast with their friends and a calm start to the day
- Multisports Club – as well as the opportunity to attend a range of clubs that are available to all pupils we ran a weekly Multisports club for pupils entitled to Pupil Premium Grant funding. A different sport was introduced each half term and parents/carers were also invited to join in at the end of each half term.

The impact of the PPG expenditure for eligible pupils and other pupils 2019/2020

Unfortunately, due to the impact of Covid-19 and the closure of schools, no data was required to be compiled or reported for the academic year 2019-20. The impact of PPG expenditure cannot therefore be measured.

1 Teaching

- Mixed ability teaching
- Scaffolding through differentiation of task, support given, modelling, etc.
- Guided reading, writing, Maths tasks
- Targeted questioning during whole class teaching – awareness of PP pupils
- Awareness of different learning styles – practical, ‘hands on’ approaches wherever possible
- Structured, rigorous phonics teaching
- Flexibility when using year group curricula,
- Effective deployment of LSAs
- EYFS: focus on CLL, PSED and PD
- EYFS: outdoor learning (extend to Y1 and Y2?)
- Regular formative assessment of children’s progress
- Detailed lesson plans with clear learning intentions
- Flexibility of timetable
- CPD for staff
 - Team Teach training
 - Safeguarding training
 - Behaviour Management training
 - Teachers new to Y2 training
 - Big Moves training



2 Targeted academic support

- Support staff salaries
- SEND: WSPs / EHCPs – ensuring pupils have opportunities to practice / consolidate individual targets in lessons
- Homework clubs
- Targeted interventions (flexibility of groups across classes)
- Big Moves programme
- Pre-teaching
- Targeted resources for individual pupils
- Mudbusters programme

3 Wider strategies

- ELSA
- Breakfast club / Luncheon club
- Reading dog
- Route to Resilience programme
- Uniform vouchers
- Extra-curricular activities, e.g. Multisports
- Circle Time

