



Thomas Johnson Lower School

Excellence and Enjoyment

A Values-based Education School

Pupil Premium Grant priorities and review 2019-20

Budget and priorities for forth-coming year (2019-20)



The pupil premium grant is additional funding given to publicly funded schools in England to raise the attainment of identified pupils and close the gap between them and their peers.

We identified the main barriers to achievement for our PPG pupils to be linked to pupils' emotional well-being; with changes in family/home circumstances causing the greatest disruption to learning (e.g relocation, housing, family breakup/bereavement, changes to income).

We understand the value of approaches which promote meta-cognition (the awareness and understanding of one's own thought processes) and self-regulation. We recognise the power of collaborative learning and positive pro-active behavioural interventions. Our children therefore receive weekly opportunities to work in a small mixed-group setting, which includes both pupil premium and non-pupil premium children, called the "Butterfly Club". Here they learn collaboratively how to recognise, manage and regulate a range of feelings and emotions, thus building their individual emotional well-being and positive mental health, and enabling the growth of a supportive climate with other pupils.

This year we have drawn up the following criteria for supporting our children in receipt of this grant, and maximising the impact.

1. 100 per cent buy-in from all staff, with all staff conveying positive and aspirational messages to disadvantaged pupils
2. Teachers know which pupils are eligible for pupil premium and mark their books first
3. An ethos of attainment for all pupils - high aspirations and expectations for all
4. An unerring focus on high quality teaching
5. All PP pupils have an individual learning plan, which includes as a priority one positive emotional well-being target, as well as 2 other curriculum focus targets.
6. We deploy the best staff to support disadvantaged pupils – developing the skills of existing teachers and TAs
7. We replace some 1:1 support with small group work to build collaborative skills.
8. We provide in-depth training for all staff on chosen strategies
9. We evaluate the effectiveness of interventions and make adjustments as necessary
10. We have a senior leader in charge of pupil premium spending and impact

This year our grant is **£8180** and it will be spent as follows:

- £2500 will be made available to be spent on our continuing commitment of supporting pupils' positive mental health by recognising the Emotional and Wellbeing Needs of our pupils. A teaching assistant will continue to be employed to run a weekly "Butterfly Club" to build children's metacognition and self-regulation skills.
- £700 will be allocated to offer Positive Parenting support through releasing trained staff for parent meetings and parent training sessions.
- £500 will be made available to offer a range of support which includes costs towards school visits, the provision of uniform, breakfast/after school club to allow parents to attend events such as Outside In etc
- Staff to be released to attend 2 day training on the "Inner Curriculum" (Neil Hawkes) (£500)
- £300 contribution towards CPOMS (robust tracking of pupils' emotional and behavioural needs) and Target Tracker (progress and attainment tracking).
- Additional free nursery sessions will again be offered for identified pupils on top of their existing 15 hours free childcare allowance. (£200)
- All pupils in receipt of PPG will have additional support from well qualified adults for between 2.5 hours a week to 1.15 hours a week (dependent on age) delivered primarily on a 1-1 basis, or within small group work settings. This additional support will target specific areas identified by the child's class teacher and aim to enrich the curriculum for children through the opportunities they are offered. Additional support will focus on areas of specific need e.g. support with times tables, reading, letter formation, handwriting and content of writing. (£3210)
- Also, pupils in KS1 or LKS2 will access a greater number of additional PE lunchtime club activities to help build communication and self-esteem (£760).

Through our continued active support of these pupils throughout this Academic year our aim is to

- Foster high levels of self-esteem and emotional and behaviour well-being.
- Improve our levels of high attainment for pupil premium pupils, so that identified pupils achieve "expected or better" progress and continue to match the progress of non-disadvantaged pupils.

Achievements in 2018-19

Last year our grant was **£5280** and it was spent as follows:

- £700 spent on supporting pupils' positive mental health by recognising the Emotional and Wellbeing Needs of both parents and pupils. We offered Positive Parenting support (A combination of morning/afternoon sessions throughout the year, including additional parent meetings).
- £1685 was spent on the children attending "Butterfly Club" once a week, run by a trained Teaching Assistant, to talk about worries and anxieties.



- £250 A Teaching Assistant attended a 2-day course on Mental Health Awareness.
- £500 was made available as costs towards our 2 school visits, 2 enrichment days, the provision of uniform, attendance of after school club to allow parents to attend events such as Outside In and positive parenting sessions etc
- £250 contribution towards CPOMS (robust tracking of pupils' emotional and behavioural needs) and Target Tracker (progress and attainment tracking).
- All pupils in receipt of PPG were given additional support from well qualified adults for between 2.5 hours a week to 1.15 hours a week (dependent on age) delivered primarily on a 1-1 basis, or within small group work settings focusing on areas of specific need e.g. support with times tables, reading, letter formation, handwriting and content of writing. (£1700)
- Identified pupils in KS1 or LKS2 accessed some additional PE lunchtime club activities (£192).

As a result of this funding we achieved the following outcomes.

In Reception:

In a cohort of 19 pupils, there were 2 pupils in receipt of PPG, one of which is SEN;

50% of Pupil Premium pupils achieved a Good Level of Development (GLD) with a combined average point score of 30.0 (compared to non-PP pupils average point score of 36.1)

In Year 1 Phonics.

There were no pupils in receipt of PPG in Year 1.

In Year 2: Of a cohort of 13 pupils, there were 4 pupils overall in receipt of the PPG, of which 2 were from service families. Of these, 2 are SEND.

	Reading		Writing		Maths	
	At or above ARE		At or above ARE		At or above ARE	
Pupil premium (2)	At + above 50%	Above 0	At & above 0%	Above 0	At & above 0%	Above 0
Service pupil (2)	100%	50%	100%	0	100%	0
Non- pupil premium (9)	100%	33%	100%	33%	100%	33%

In Year 4: In a cohort of 14 pupils, 2 were PPG, of which 1 was SEN. Both pupils joined after KS1, but progress is mapped from their starting points on entry into our school.

	Reading		Writing		Maths	
	At or above ARE		At or above ARE		At or above ARE	
Pupil premium (2)	At + above 50%	Above 0	At & above 50%	Above 0	At & above 50%	Above 0
Pupil premium (2) Progress	100% expected		100% expected		100% expected	
Non- pupil premium (100%	46%	100%	38%	92%	46%
Progress (12 matched pupils)	100%		100%		100%	

Our results look at attainment against Age Related Expectation (ARE) and look at the percentage of pupils achieving At and/or Above this expectation. The results match progress over Key Stages and look for expected and above expected progress being made

In conclusion, pupils in receipt of Pupil Premium funding are supported in their self esteem and academic abilities to achieve strongly from their starting points, and to make excellent progress throughout their time in our school.