

Impact of pupil Premium Spending 2019-20

Great Coates primary school received £130,680 in funding in the financial year 2019-20. This funding is based on £1320 for each eligible child, £300 per service child and approximately £900. Our spending decisions are based on where the most impact can be made.

Context of the school

Great Coates Primary School is situated in an area of high deprivation. The school is in the top 20% for the proportion of FSM (Source of this information is the ISDR). The school has had a rapid increase in pupil numbers, including a significant number of in year admissions.

School priorities

Our priorities are;

- To ensure that **all** children make progress that is in line with national expectations
- To ensure that all our children have access to the best teaching possible
- To ensure that targeted support meets all children's needs, including SEND, SEMH and higher ability children.
- To use research based strategies to continually improve all aspects of school, including curriculum development, intervention, use of additional adults and attendance.
- To improve attendance
- To make sure our children are secondary ready, both academically and socially.
- To make sure there is equal access to a wide range of experiences

Provision will include;

- Focussed intervention on both academic and SEMH progress
- Out of hours' school clubs
- CPD for teaching teams to ensure most up to date knowledge and practise for both academic and SEMH provision
- Interventions that are well researched and that staff are trained to deliver
- Providing the high quality teaching

Pupil outcomes

The data below shows the achievement of the pupil premium children in 2019/20. Although their attainment was lower than that of non-pupil premium children, their rate of progress was higher. This is the same for progress, both when compared to non-pupil premium children in our school and national data. (It is important to note that the national comparator isn't other pupil premium children, but other non-pupil premium children). The information regarding pupil attainment and progress is based on teacher assessment due to the impact of COVID-19 on statutory assessments.

Pupil premium attainment		
	EXS	GDS
Reading	63%	32%
Writing	68%	23%
Maths	77%	27%
Combined	59%	18%

Non Pupil premium attainment		
	EXS	GDS
Reading	83%	25%
Writing	83%	25%
Maths	83%	25%
Combined	75%	16%

Pupil premium Progress		
	=	+
Reading	95%	41%
Writing	100%	27%
Maths	91%	13%

Non Pupil premium Progress		
	=	+
Reading	100%	8%
Writing	100%	16%
Maths	92%	8%

The attainment is lower when compared to non-pupil premium children. This is attributed to the higher number of pupil premium children with significant SEN and much lower baselines. That is why it is important to compare progress measures, which shows that Pupil premium children make good progress at Great Coates primary school.

Spending

The activities below were funded by the Pupil premium Grant. They have been colour coded to show the impact.

Low- these activities will be discontinued	Medium –They had impact, but not as much as we would have hoped for	Good- this will be continued	Excellent – exceeded expectation and are well worth the financial commitment
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The decisions for spending are based on two things. Firstly, targeted on individuals and small groups and secondly, whole cohorts and the whole school. Decisions have been made in line with EEF recommendations. *“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.”* EEF Guide to the Pupil Premium 2019

Activities funded by the grant	Impact expected	Cost
<p>Socially speaking- Social skills programme deliver 2-3 x a week by the learning mentor</p>	<p>The children who participate will have increased self-esteem, improved listening skills and have a better grasp of using appropriate language. They will have increased expressive skills and increased confidence. This intervention will continue into 21018/19</p>	<p>£612.51</p>
<p>Forest Schools- A weekly programme led by a qualified Forest School Teacher. Each cycle lasts 10 weeks.</p>	<p>The children involved will become more resilient and independent. Their confidence and social skills will blossom This intervention will continue into 2018/19 and will be increased.</p>	<p>£5,000</p>
<p>Colour away your worries A mindfulness approach to dealing with stress and anxiety. 20 minutes daily led by the learning mentor</p>	<p>The children will be more-able to deal with their stress and anxiety. They will be more confident to express themselves and talk about their mental health issues in a safe environment. This intervention will continue into 2018/19</p>	<p>£1036.78</p>
<p>Lego therapy Small group sessions based around building Lego. Each child takes on a role for the build. It ends with a collaborative free build.</p>	<p>Children will have better social skills regarding communication with their peers. They will have developed teamwork skills especially co-operation. They will also experience pride, which will boost self-esteem. This intervention will continue into 2018/19and will increase</p>	<p>£1850</p>
<p>Nurture Lady 1:1 counselling sessions led by an externally sourced agency.</p>	<p>Individual outcomes based on the specific needs of the children. Primarily around social interactions, self-esteem and managing stress. Feedback from pupils and parents was very positive. Will continue into 2018/19 with increased capacity.</p>	<p>£8385</p>
<p>Mental health training Whole staff training focusing on impact of relationships and positive mental health</p>	<p>Refresher on previous training and restorative circle training so this can be done in all classes,</p>	<p>£500</p>
<p>Girls club Girls only sports club, led by the sports coach. The focus is upon building confidence in sports, exercise and enjoyment.</p>	<p>Specific girls will be targeted. The aim will be to improve confidence, fitness and the children will develop an enthusiasm for sport. This was so successful that the intervention has now ended. There are no plans to continue into the next academic year, however, if the need arises it will be utilised.</p>	<p>£1089.78</p>
<p>Tuck shop</p>	<p>This is a poverty proofing exercise to ensure that access to snack is not prohibited for lower income families. Tuck shop</p>	<p>£4250</p>

Pupil premium children will be entitled to a free piece of tuck each day.	continues to be popular but there does need to be a shift into more healthier foods.	
TA Target teaching Teaching assistants will be used to support the intervention organised by individual teachers.	Gaps in learning will be reduced and / or overcome. All classes met their end of year targets and are at least in line with their previous statutory results.	£26,078
Breakfast club School is open from 8:00am and breakfast is provided. It is led by a TA3 and supported by two TA2	This is a poverty proofing activity. It ensures children get an appropriate breakfast and enables parents to work. Breakfast club continues to be popular but there does need to be a shift into more healthier foods.	£5500
School trips School trips for pupil premium children are funded.	This is a poverty proofing measure. It enables all children to participate in school trips.	£2500
Resources Funding is allocated to providing additional resources to support learning.	This is a poverty proofing measure. Resources will be allocated according to need.	£1500
School clubs Hockey, choir, Kin Ball, football, sewing, craft (internal) FITC, Karate, yoga (external)	Enrichment activities- broadening horizons of our children allowing them access to a variety of activities. Reduction in behaviour issues, enjoyment and enrichment. Social groups expanding.	£1500
Curriculum development Develop a collaborative curriculum. Art and creativity will be more significant in school	Collaborative skills enable children to develop more sophisticated social skills. Improve pupil to pupil interaction. Provide opportunities for critical thinking and investigating.	£3500 (inc resources)
TA training A package of bespoke training aimed at support staff	Increased progress and attainment for all pupils, especially in literacy, maths and pastoral issues.	£2,997
Standards leader Role dedicated to ensuring the best opportunities for pupil progress.	Targeted support for pupils at risk of not meeting targets and for those who have potential to exceed expected progress.	£1500
Mother and toddler group A weekly parent and toddler group which is open to the community	Making school more approachable, accessible to the wider community. Developing good relationships between school and the community. Developing early language skills	£1000

The additional money, not accounted for in the above table, has been spent on ensuring the best staffing structure possible was in place.