**Smithdown Primary School’s Pupil Premium Grant 2019 – 20 Evaluated**

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| Pupil Premium Grant: | £223,880 (Subject to January Census Data 2020 ) |
| Number of pupils entitled to PPG funding  | 217/415 pupils 248/415 |
| % of pupils entitled to PPG funding  | January 2020 52.2% July 2020 60% *Due to high levels of mobility within the school community, pupil premium entitlement may vary across the year.* |
| Entitlement by Year Group January 2020 July 2020 |
| Nursery | 26/52 Pupils (50%) | 29/52 Pupils (56%) |
| Reception  | 20/60 Pupils (33%) | 32/60 Pupils (53%)  |
| Year 1 | 30/60 Pupils (50%) | 34/60 Pupils (57%) |
| Year 2 | 33/60 Pupils (55%) | 39/60 Pupils (65%) |
| Year 3 | 43/62 Pupils (69%) | 42/60 Pupils (70%) |
| Year 4 | 26/58 Pupils (45%) | 31/60 Pupils (52%) |
| Year 5 | 23/32 Pupils (72%) | 24/32 Pupils (75%) |
| Year 6 | 16/31 Pupils (52%) | 17/30 Pupils (57%) |

**Research**:

The Sutton Trust and Education Endowment Foundation (June 2019) and the EEF Toolkit play a key role in our spending plans for PPG. The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

**Barriers to Learning:**

After analysing the Pupil Premium spend from last year, we have come up with our own tool kit for effective spending of Pupil Premium Grant. Each strategy links to the barriers of learning and development faced by the children.

* Low baseline of attainment on entry to school at any point
* Limited social and cultural experiences of life outside of immediate environment
* Attendance, punctuality and mobility
* Language acquisition
* Self-belief, emotional need and confidence

L**ockdown Support**:

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| Number of telephone calls/welfare checks made | Number of home visits as a result of no contact | Number of vulnerable families on our contact list for weekly welfare checks. | Number of families put through the free school meal checker |
| 485 | 12 | 39Reviewed on 08.06.2020 after class teacher had been in contact with all of their families. | 14 new children added |

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| **Other Actions** |
| * Ensured that all families who were entitled to Free School meal vouchers received them either through post, school collection, hand delivery or via email. A total of 249 children which is over 50% of our total children.
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| * Attended CP and CIN meetings
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| * Provided much needed resources e.g prams to vulnerable families.
* A cot was also sourced and delivered to a family in need.
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| * A MARF was completed and sent to children’s services the result was that the family were allocated a social worker.
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| * Food parcel drop offs
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| * 5 Child In Need meetings
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| * Contacted every family that were entitled to free school meals to ensure that their contact details were correct so that they could receive FSM vouchers.
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| * Redeemed vouchers for FSM on behalf on non English speaking families who could not access the instructions given from Edenred.
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| * Consultations with educational Psycologist for EHC
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| * Bereavement support and referrals for Bereavement support and a family support referral was completed.
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| * Key worker and vulnerable children identified and places sourced in their nearest and most convenient hubs.
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| * Attendance via Zoom at EHAT meetings.
* Co ordinating EHAT reviews
* Submitting EHAT.
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| * Website was continuously updated
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| * Deputy head email set up for parental queries and checked daily. Parents were then contacted as a result.
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| * Two designated mobile phones were given to the safeguarding leads. Telephone number text and tweeted out to parents who could then cal about any query throughout lockdown.
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**Pupil Premium Evaluation:**

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| Expenditure: | Aim/Proposal: | Barriers to learning: | Success Criteria: | Impact: |
| **£15,859***Contribution of salary costs approx. 50%.* | **Family Link Worker**Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence.* Parental development
* EHATS
* Safeguarding
 | **SMSC & Pupil Well being. Family Support** - Mobility of pupils often means they lack confidence and awareness in confidence.Starting points and limited language acquisition are barriers due to lack of experience and understanding and the ability to express feelings. | Pupils feel safe and begin to trust adults in the school.Emotional and Mental health issues are addressed.Confidence in building relationships gained.Readiness for learning improved.Impact on progress evident. | A positive impact and engagement from parents results in positive and happy children in school. 100% attendance from targeted vulnerable families and priority groups. EAL Parents improving with language acquisition. Confidence and self-esteem building for parents. 100% EAL courses full. Please see table above covering Family Support Worker’s Role through lockdown. Target to continue |
| **£3600***Contribution of salary costs approx. 50%.* | **Family Counsellor**Works with vulnerable individuals and small groups of pupils to develop social and emotional skills and gain confidence. | **SMSC & Pupil Well being** – many of our children experience trauma at various levels which has an effect on their emotionalwell being and academic progress | Weekly Counselling for vulnerable pupils and an opportunity for them to share their worries and concerns. Children would feel more confident and self-assured  | Based from ‘Huge bag of worries’, daily counselling has been a huge success until lockdown commenced Please see table above covering Family Support Worker’s Role through lockdown. Target to continue  |
| **£1600***Contribution of salary costs approx. 20%* | **Parental Courses, Engagement and Opportunities**Weekly courses and drop ins led by Family Link Worker | **SMSC & Pupil Well being. Family Support** - Mobility of parents, including asylum seeker and refugees, often means they lack confidence and understanding in the school system.Starting points, EAL and some cultures are barriers due to lack of experience and understanding and the ability to express feelings | Promote positive links with parents and the local community, which will enable them to understand and promote their child’s learning and emotional wellbeing.Parents to apply for Reception class places from spending time in Parent and Toddler.Parents certified for the completion of English and maths courses. Computing, parenting, supporting children with the curriculumAn improvement and understanding in spoken English to aid their child’s learning.Courses to be well attended and even over-subscribed.  | All parents who attended courses led by school applied successfully for places for Reception 2020/21 intake and Nursery throughout the year. Parents in attendance have become more confident, learned new skills and have now developed ‘a voice’. 91% of parents have signed up to follow on courses. (see Family Link Report). 3 parents successfully obtaining places on LSA L2 course  Please see table above covering Family Support Worker’s Role through lockdown. Target to continue |
| **£75,500** *Contribution of salary costs 70%* | **Learning Support Assistant**Deployment of LSA’s to administer intervention programs facilitated by the Inclusion Manager with individuals and small groups to fill gaps and raise attainment and progress pupils CLL and Phonological awareness. | **Curriculum Learning -** Due to entry points of low attainers, EAL and individual learning needs – phonological awareness is a barrier to age appropriate work. | Improve standards of attainment and achievement in phonics and all interventions so that the gap is narrowed between school and national for all learnersImprovement in skills and depth of knowledge taught resulting in the raising on standards for learners  | Read Write Phonic Intervention –Elkan trained, Talk Boost and Language Steps to support CLL (see filmed and case studiesPrecision teach daily practise by all LSA’sPlease see schools Covid lockdown response above. All LSA’s contributed towards home learning. Target to continue.  |
| **£7500**75% contribution of salary and resource cost | **Edible Playground**To boost concentration, health and wellbeing. Make outdoor learning more fun. Help all pupils unlock their potential and collaborate with others.Develop skills for the future and introduce new Enterprise initiative ideas | **Curriculum Learning and SMSC & Pupil Well being. Family Support –** children do not have opportunities for outdoor learning and how they can progress in areas of the curriculum | Discovering that growing your own greens has health benefits and pride is taking in growing.Parents and members of the community benefit from the garden.Children develop skills to plant and care for vegetables.Links are developed across all curriculum areas.Children find the garden a place of peace and happiness for their emotionally wellbeing. Improved standards in STEM  | Increase in the mental wellbeing of the children. Children reported that they enjoyed spending time with the staff, their parents and other children and felt a sense of achievement when things grew! Cross curricular skills developed.Target to continue  |
| **£1200***Contribution of salary costs, 50% of 0.6 full time equivalent*  | **Interpreters** support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practise.Parents understand communication between school and home.Parents are able to support their children’s learning at home. | **SMSC & Pupil Well being. Family Support** - Parents and children do not always understand expectations of school life and key aspects of the curriculum.Parents find it challenging to help their children with the curriculum  | Attendance figures continue to remain in line or above with national. PA does not become an issue in the school.Parents understand ethos and culture of school.Children able to access school curriculum and make progress from starting point with language acquisition.Parents able to support children in their work | 48 languages are spoken at Smithdown. Interpreters have provided our children and their parents with an opportunity to access the school systems and support them throughout lockdown.Target to continue  |
| **£24 ,650***Contribution to salary costs 75%* | **Additional Year 6 teacher**Support Upper KS2 learners and fill gaps due to language barriers and low starting point | **Curriculum Learning** - Attainment and low self- belief from starting and entry points are barriers, particularly for pupils who are new to the UK or had mobile education within UK | Language acquired more quickly from entry.Diminishing differences for all groups PP groups continue to match national progression data.Improvement in skills and depth of knowledge taught resulting in the raising on standards for learners  | Children on track, until March 2020 to achieve progress measures when lock down commencedTarget to continue  |
| **£5500***Contribution to salary costs and relevant resources 75%**Staff CPD* | **ELKLAN and Hanen Project – speech, language and communication**  | **Curriculum Learning -** Starting/entry points are barriers especially to those with no pre school experience or who are new to the country | Children will have the ability to talk more fluently with confidence. They will express their ideas in a clear and mature way.CLL progress and attainment will continue to improve.Teachers will be up skilled in the delivery of oracy and see the benefits across curriculum areas | Remaining high priority on SDP. ELKLAN through consortia funding. Children on track through initiativeTarget to continue  |
| **£4000***Contribution to accommodation costs**80%* | **Residential visits** **to PGL** To enhance children’s life skills and opportunities.Increase team bonding, resilience and self esteem  | **SMSC & Pupil Well being Curriculum Learning and enrichment beyond the curriculum -** Low income families who are not always entitled to benefits cannot afford to pay for the residential.This can impact on the wellbeing of the pupil and feeling ‘left out’. | Higher levels of overall wellbeing and confidence and understanding of British ValuesIncreased levels of motivation and perseverance at specific, challenging tasks.Skills to be translated to classroom experiences.Children will develop physically and culturally as well as educationally. | Residential cancelled due to lockdownTarget to continue  |
| **£6500***Contribution to visit/visitor costs approx. 77%* | **Cultural Capital - Educational visits and visitors to school** To enhance children’s’ life experiences | **Curriculum support and enrichment beyond the curriculum** - Very limited social and cultural experiences due to low income families.Limited first hand experience limits imagination and creativity and restricts language development  | Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing due to ignited experiences Improved standards at the end of both Key Stages.All pupils to receive an enriched curriculum with hands-on learning experiences  | Visits and trips used to full advantage before lockdown covering all areas of curriculum to give learners different experiences and use in their work and self esteem .Further use of cultural capital cancelled due to lockdownTarget to continue |
| **£9,900***Contribution to specialist teacher*  *cost 75%* | **Music teacher**Runs weekly lessons across the school to enhance and enrich learning experiences.* Up skilling (CPD) of KS2 lead learning ukulele
 | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.Further opportunities to talk enhanced activities. Skill transference across the curriculum.Greater impact on accelerated progression in core subjects. | Positive and successful curriculum enhancement achieved for all learners. Children developing in confidence and progression of the abilities within music curriculum.Target to continue  |
| **£4,604***50% Contribution to targeted individual support.* | **EWO services**To achieve consistent attendance records and reduce PA | **Family Support** **and** **SMSC & Pupil Well being** - Lack of understanding due to parental prior school experiences and cultural differences causes attendance issues leading to possible PA | Pupils at risk of becoming Persistent Absentees targeted and families made aware of importance of attendance.School attendance and PA stays above local and in line with national for PP.PA to reduce from 10% to 8%Attendance to reach 96% target  | See attendance data below.First response in place throughout lockdown with family visits from SLT on welfare checks Target to continue  |
| **£4,750**75% of salary  | **Beat Life (weekly drumming teacher)**Curriculum enhancement and develop musical skills and self-worth  | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.Further opportunities to talk enhanced activities. Skill transference across the curriculum.Greater impact on accelerated progression in core subjects.Development of fine and gross motor skills | An improving enrichment curriculum with all pupils to experience hands on learning experiences and improve music based skillTarget to continue  |
| **£3000** | **UK Military School**To complete a smooth transition to secondary school  | **SMSC & Pupil Well being –** some children insecure and lack confidence with changes in school career | Children will have an improved self -confidence, self-esteem and self -knowledge in transition to secondary school and increased awareness of new challenges and opportunities. |  Target to continue. Military school due summer 2020. Carry on Autumn 2020/21 |
| **£3000** **50% contribution**  | **Resource Upgrade** To improve accessible and personalised learning skills  | **Curriculum Learning –** majority of children have limited resources in home environment to support them in their learning. Maths and science focus. | Children will have access to the relevant resources to help them progress from starting points in science and maths. Children will become more confident when using the resources with their parents in Stay and Learn sessions | Increased participation in lessons due to improved resources. Better delivery of lesson content. Improving acquisition of basic skills. School provided home resource packs and equipment for all learners during lockdown  |
| **£8000****50% staff CPD training costs** | **Staff CPD Planned so far:**Talk for WritingRead to WritePhonics StepsAll subject leader training Maths HubWriting Quality markArt’s MarkAttendance AwardNPQMLHanen ProjectEasy PeezyASC training | **Curriculum Learning** - Attainment and low self- belief from starting and entry points are barriers, particularly for pupils who are new to the UK or had mobile education within UK. NQT’s and staff may need updating on latest curriculum and pastoral initiatives | CPD offers one of the most effective ways to improve student performance, increase staff retention, staff knowledge and develop a culture of excellence across a whole school. The overriding purpose is to help teachers continually improve the quality of their teaching and thus sustain positive outcome for all learners at Smithdown  | Some training completed and implemented before lock down through DGT and implementedTarget to continue  |
| **£2000****75% CPD training cost** | **Lego Therapy**Works with vulnerable individuals and small groups of pupils to develop social and emotional skills and gain confidence. | **SMSC & Pupil Well being** -Lack of first-hand experience delays language development and medical need causes challenges when trying to communicate with others | Specific targeted children with social communication difficulties will gain a sustainable and positive approach to interacting with others. Verbal and non-verbal. Improvements in focus, negotiation skills and collaborative problem-solving . |  Increase in confidence and socialisation of selected children. Friendship groups starting to develop. An increase in non-verbal communication identified.Target to continue for identified children  |
| **£6000**75% contribution | **Read to write Initiative** Develop a strong focus on writing across the school. Children to have passion and drive for writing and see an improvement on progress and attainment * T4W to support Read to Write
 | **Curriculum Learning** - Lack of first-hand experience delays language acquisition, imagination and creativity.  | Children will imitate the language they need for a particular topic orally before reading and analysing it and then writing their own version.Writing attainment will increase across the school. Improve vocabulary and communicationRaised attainment in CLL Early YearsThe gap between school and national will continue to close An increase in exceeding writers | A successful whole school initiative and one that will continue. Purchased across the DGT network. Children with stable journey in school on track to improve progress and attainment before lock downTarget to continue  |
| **£7000** | **Additional contribution (50%) to IT resource costs and specialist ICT teacher**To support curriculum enhancement through specialist resourced teaching  | **Curriculum Learning** - Lack of range of media, due to starting points and mobility causes gaps in knowledge and skills. | Pupils are confident in using IT as a resource independently. Learners develop confidence in skill application.Further opportunities to talk enhanced activities. Skill transference across the curriculum. A broad and balanced computing curriculum is delivered for all learners. Greater impact on accelerated progression in core subjects. |  Weekly computing club 100% attendance by PP pupils to improve IT skills and confidence to add depth and breadth to their knowledge.Specialist teacher to boost curriculum and support staff CPD with latest initiatives in computing Specialist provided online work for leaners on see-saw. Target to continue |
| **£1000****50% contribution**  | **Uniform Costs**To support pupil and family well being  | **Family Support** **and** **SMSC & Pupil Well being** -Smithdown is situated in one of the most deprived parts of Liverpool. Some parents have limited funds to purchase uniform | To promote the importance of self-belief and self-esteem throughout school community and raise aspirations for all children. Children will feel valued and equal.Parents feel supported that the school can help them with these matters  | Positive feedback from parents to receive help with their child’s uniform costs, which can be costly for large families for example. Children’s self-esteem improved for those given a uniformSchool provided clothes and Asda vouchers throughout for vulnerable and new families. Target to continue  |
| **£2000****50% Contribution**  | **Food, clothing and utility line** To support pupil and family well being | **Family Support** **and** **SMSC & Pupil Well being** -Smithdown is situated in one of the most deprived parts of Liverpool. Some parents have limited funds to purchase family essentials such as food, bus passes and clothes  | Children are fed, watered and clothed. Parents will access this fund and feel valued and supported that they can live. It will keep the children safe and healthy. Parents will feel supported in the knowledge that the school can support their families | School provided clothes and Asda vouchers throughout for vulnerable and new families. See chart above. Target to continue |
| **£18,000****75% contribution**  |  **3 Play Therapists**To support identified vulnerable children  | **Family Support** **and** **SMSC & Pupil Well being** – a lack of home support or life experiences such as trauma causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence | Opportunities for vulnerable pupils to share their worries and concerns and taught strategies to cope with complex needs on a daily basis.Improved family involvement to develop home/school relationshipsChildren discover for themselves sustainable ways to develop resilience and life skills  | The targeted children have: Become more responsible for behaviours and develop more successful strategies. Develop new and creative solutions to problems. Play therapy on hold throughout lockdown. Those children involved received weekly call from SLT. Target to continue  |
| **£4000****75% wage cost** | **EAL teacher**Support Upper KS2 learners and fill gaps due to language barriers and low starting point | **Curriculum Learning -** Starting/entry points are barriers especially to those with no pre school experience or who are new to the country | Specific targeting ensures gaps closed and learning accelerated. EAL groups continue to match national progression data. The gap between EAL PP and EAL non PP is insignificant | EAL support by trained staff from Nursery through to Year 6. EAL leaners progress in line with all other groups or above. Target to continue  |

Please not that any additional spending will come from alternative budget lines

Attendance:

The school’s whole school approach to attendance continues to show outstanding results. Despite the context of the school, with very high mobility and many parents who are overseas students, attendance continues to be above national. Persistent absenteeism is also a very positive picture.

**\*Please note that attendance has been measured to March 2020 when national lockdown commenced**

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|  | School: | National: |
| Whole School Attendance **March 2020** | 96.60% | No national data available |
| Pupil Premium Attendance  | 97.03% | No national data available  |

Attendance Breakdown to March 2020:

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| Year Group | Pupil Premium | Non Pupil Premium |
| Reception  | 93.84% | 94.12% |
| Year 1 | 94.43% | 94.51% |
| Year 2  | 94.96% | 94.09% |
| Year 3 | 96.50% | 95.82% |
| Year 4 | 95.70% | 96.86% |
| Year 5 | 97.53% | 95.09% |
| Year 6 | 97.6% | 98% |

\*Due to the high levels of mobility within the school context, exact percentages will fluctuate throughout the academic year. The proportion of pupils leaving or joining the school throughout the year is significantly above national average. There are also a significant number of pupils who join the school for a short period of stay or return to home countries on a regular basis.