



## **LIMES FARM JUNIOR SCHOOL:**

### **Academic Year September 2020 to August 2021**

#### **ALLOCATION AND EXPENDITURE PLAN OF PUPIL PREMIUM GRANT**

**INTRODUCTION** The Government believes that the Pupil Premium, which in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Looked-After Children (LAC) face additional barriers to reaching their potential and so these pupils too will receive a premium. In the new funding arrangements some pupil premium funding is also available for the children of Armed Services personnel. Service children - many of whose parents are risking their lives for their country – face unique challenges and stresses. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. (SOURCE: DfE website)

At Limes Farm Junior School, we provide a good standard of education for all children. We have used PPG to provide additional support to accelerate the progress of targeted individuals and groups of pupils.

#### **Our core Aim is:**

- To raise the attainment and achievement of all pupils eligible for Pupil Premium so that their performance is at least in line with their non-Pupil Premium peers nationally,
- Address inequalities and improve the achievement of pupils from deprived backgrounds compared to their non-deprived peers nationally.

#### **What We Expect to See:**

“Quality first” teaching is paramount to the progress of pupils from disadvantaged backgrounds. This means highly effective daily teaching with the following features:

- ✓ Highly focused lessons designed with sharp objectives and success criteria
- ✓ High demand of pupil involvement and engagement with their learning
- ✓ High level of pupil interaction in their learning

- ✓Appropriate use of teacher questioning, modelling and explaining
- ✓An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in mixed ability groups
- ✓An expectation that pupils will accept responsibility for their own learning and work independently
- ✓Regular use of encouragement and praise to engage and motivate pupils

This remains a consistent and relentless focus at Limes Farm Junior School. In addition to this targeted intervention and support strategies are deployed to:

- ✓Improve levels of attainment and progress
- ✓close attainment gaps relative to school averages

Enhance reading, writing, mathematics and communication skills

Engage and develop learning through a comprehensive extra-curricular provision

Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils and support pupils becoming aspirational, confident and successful learners

### **Principles**

- ✓We ensure that teaching and learning opportunities meet the needs of all pupils
- ✓We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are assessed and addressed accurately.
- ✓We are committed to reducing class sizes wherever possible thus improving opportunities for personalised learning and accelerating progress for all pupils and in particular, vulnerable pupils
- ✓In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- ✓We also recognise that not all pupils who are socially disadvantaged are registered or qualify from free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as socially disadvantaged
- ✓Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all

children receiving free school meals will be in receipt of pupil premium interventions at one time

✓All our work through Pupil Premium will be aimed at accelerating progress moving children to at least age-related expectations

✓The Local Government of the school will publish information on how they have used their Pupil Premium Grant to address the issue of “narrowing the gap”, for socially disadvantaged pupils.

### **Potential Risks and Barriers Faced by Our Pupils Eligible for the Pupil Premium Grant**

✓Many disadvantaged pupils at our school are at a lower level of achievement in Reading, Writing, Mathematics and oracy than other pupils. They have had less exposure to a wide vocabulary and less experience of number and familiarity with reading

✓Several of our disadvantaged pupils begin school with limited exposure to formal spoken English

✓Due to a lower exposure to a wide vocabulary at home many of our pupils in receipt of PPG find reading comprehension challenging and perform less well than their peers

✓Many of our disadvantaged pupils live in cramped, busy households which limits their access to materials and experiences supportive of educational success. This affects confidence and knowledge of the key basic skills such a times tables

✓Many of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.

✓Many of our pupils in receipt of the Pupil Premium Grant have low self-confidence and difficulty in regulating their emotions which acts as a barrier to their educational success.

✓Some of our disadvantaged most able pupils do not have aspirational home backgrounds

✓Some of our disadvantaged pupils have limited opportunities for social, cultural or educational experiences beyond their immediate environment.

### **Deployment**

PPG is used to part fund key interventions for vulnerable children and priority is given to children eligible for PPG.

### **Whole School Priorities**

✓To further improve standards of reading comprehension, including that for able pupils

✓Closing the vocabulary gap

✓Engage parents and develop strong home school links to support learning

### Aims

1. To ensure that children in receipt of PPG achieve at least as well as all pupils nationally by the end of KS2 in Reading, Writing, Maths and GPS.
2. To ensure that the attendance of pupils in receipt of PPG is above 96%, with a further reduction in the % persistently absent.
3. To further increase the engagement of parents and to provide further support
4. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional wellbeing.

### FUNDING ALLOCATION

	Number of Pupils	Funding
Pupils currently on roll who have had a free school meal entitlement (FSME) at any point between the Summer 09 and January 2014 census	53	£73, 975
Service Children on roll on the January 2014 census	0	£0
Looked-After Children on roll on May 2014 census who will have been at the school for at least 6 months	0	£0
Looked-After Children expected on roll on October 2014 census who will have been at the school for at least 6 months	0	£0
Looked-After Children expected on roll on January 2015 census who will have been at the school for at least 6 months	0	£0
<b>TOTAL</b>	<b>53</b>	<b>£73, 975 + (£8643 carried over from previous year due to Covid-19 lockdown)= £82, 618</b>

PROVISION	Focus	EXPENDITURE ALLOCATED
Additional Class Teacher- smaller class sizes. Focused PPG intervention groups for pre-teaching led by class teacher <ul style="list-style-type: none"> <li>• Learning tasks tailored to specific needs of pupils – closing gaps in understanding</li> </ul>	Curriculum	£36, 596

<ul style="list-style-type: none"> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>• Pupils feel more equipped to try higher level work</li> </ul>		
<p>LSA- Further staffing costs (LSAs)- training, intervention groups (Including oral language intervention), Learning Mentors, Y3 phonics and basic maths target groups</p> <ul style="list-style-type: none"> <li>• 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading)</li> <li>• Support within lessons to improve understanding of learning in reading, writing and maths</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Fortnightly LSA meetings with Inclusion Leader/DHT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>• Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</li> <li>• LSAs complete impact statements to provide evidence of outcomes and plan for next steps</li> <li>• Inclusion Leader/DHT observes interventions and provides feedback regarding learning.</li> <li>• Priority reading with LSAs if pupils are unable to read at home</li> <li>• Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains</li> </ul>	Curriculum	<i>£21, 803</i>
<p>Educational Trips, residentials</p> <ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school’s curriculum</li> </ul> <p>Social skills, independence, perseverance and teamwork are developed through participation in group activities and overnight stays on residentials</p>	Personal and Social	<i>£1000</i>
<p>Family Support Worker - link with social skills development, parental engagement partner, attendance lead- tracking, evaluating and supporting</p>	Personal and Social	<i>£23, 219</i>

parents with action approach attendance plans; promoting regular and punctual attendance of all pupils across the school		
Total PPG Expenditure		<i>£82, 618</i>

How will the school measure the impact of the Pupil Premium?

Analysis of spending and monitoring of the progress, achievement and attainment of free school meals children demonstrates a high impact in the success of the small group and individual additional provision offered to this group. Children have benefitted from extra support given to them.

We will use this grant to enrich children’s experiences to help them become increasingly confident in all aspects of learning.

The Pupil Premium Grant spending plan will be reviewed across the course of the year. Positive impact in relation to this plan will be assessed once key assessment information is obtained.

**Designated staff member in charge:** Mrs S Pardalis    **Nominated governor:** Mr Barry Rockall