

'No child will be left behind'

Article 29 Education must develop every child's personality, talents and abilities to the full.

Article 3 The best interests of the child must be a top priority in all things that affect children.

William Torbitt Primary School - Pupil Premium Planning and Evaluation Outline 2019-2020

The 'Pupil Premium' is a grant given to schools for each child who claims free school meals currently or who has done so in the past. It is really important that all parents/carers of children eligible to do so register for free school meals even if you don't choose to have them as the grant enables us to provide extra resources for your children. Research has shown that children who have been on/ are on Free School Meals (FSM) do not attain as highly as other children in school. The government provides this grant so that we can commission/allocate additional support to ensure that they do. The support can be in a short burst or over a longer term such as a term, two terms, a year or more. It may take the form of smaller class sizes, 1-1 or small group teaching and may be an evidence based intervention. It can be additional resources, enrichment or access to opportunities that enhance learning and or aspiration. **William Torbitt has been allocated £124,000 for 2019-2020.** At William Torbitt we strive to ensure that all pupils make at least good progress relative to their starting points and are ready for the next stage in their education. We have therefore spent in excess of the funding amount to provide the very best package for our children.

Actual amount allocated to intervention or action	Pupil Premium used for:	New or cont. activity/cost centre?	Brief Summary of the intervention or action, including details of year groups and pupils involved, and the timescale.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom?	How will this success be evidenced?	Actual impact: what did the action or activity actually achieve? Improvements for next time.
£10,000	Extra-curricular clubs	cont	Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum	Children will be given opportunities to excel at sports and creative subjects and not just academically	SLT	Feedback from children who have attended the clubs The take up of clubs by DP pupils Questionnaires	
£14,000 part payment for	Inclusion Assistant (Parent Support)	Cont	To increase resilience within families and to improve outcomes for vulnerable families. Increasing parenting skills to directly impact upon closing the gap. Supporting families at key transition points and at admission activating early help when needed. Supporting disadvantaged parents to learn key skills and English. In turn influencing outcomes for pupils. Increase attendance of vulnerable families.	The investment will be successful in engaging hard to reach families. Influence pupil attendance cases (attendance statistics) Parents evening attendance for vulnerable families will have improved. Parent participation is stronger.	IJ/SK Half Termly analysis	DP attendance analysis The % of parents of DP attending parents evening The % of attendance in line + national 96%	
£10,100	Learning Mentor (KS) Introduction of new 'Chill out room'	Cont	Sustain the 'New Behaviour system introduced in 2018 Pastoral Provision Map – targeted children that KS works with The Positive Play Strategy to support children who find the playground difficult (DP children take priority)	An improvement in Learning Behaviours and less Behaviour Reflections DP attainment and progress would have improved	IJ Half Termly analysis	Behaviour, Bullying half termly analysis The % of BRs for whole and DP reduce half termly The % of bullying, racist and homophobic incidents to be reduced half termly	
£4000	SALT assistant Specialism for LSAs New Inclusion Leader	Cont	To increase staff knowledge and strategies To increase children's spoken language opportunities. To provide resources that supports the development of language and communication. Speech Therapists who trains and writes reports for the SALT assistant to use with children.	Investment in this key area (highest school SEND category) will enable a speech and language assistant to invest significant time with more immediate impact Key children identified to work in small groups to increase their	AB/AS	SEND gap is reducing across the school SEND progress in line with all	

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				interaction, communication skills with positive outcomes, achieving personal targets			
£1,200	Subsidies educational visits	Cont	Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum Opportunities to spend time at a residential visit. Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all vital life skills. Pupils develop a wider experience with their peers All children will experience learning in the outdoors. This has been linked in research to improve mental health and wellbeing	Subsidizing educational visits enabling DP to have the chance to do things including the Y6 residential Both parents and teachers report increased confidence and self-esteem This experience will assist pupils in raising their achievement in foundation subjects due to the enrichment of the breadth of wider cultural opportunities they encounter within each topic. Class teachers and the school office will ensure that any pupils not attending trips due to financial reasons are supported by the school. Families are also given the option of paying for trips in instalments in order to manage the cost. Class teachers will monitor achievement	Learning experiences will be enriched by the trips. Class teachers and the school council will monitor pupil voice.	Feedback from children who have been to trips Questionnaires Data Outcome Participation in Sharing Assemblies	
£22,000	YGL attached to each year to support planning and monitoring with a particular focus on the DP and SEND pupils Lead teachers SLT mentors Leadership time for YGLs	New	To model how to plan for first quality teaching to teachers To enable children to be taught in groups that provide bespoke teaching models to meet need. To target key cohorts including DP pupils. Ensuring 'no child is left behind' YGLs have time to monitor weekly the 'diet of education' that the children are receiving in their year groups through: Book scrutiny's Planning scrutiny's Learning walks Half termly data checks, Conferencing with DP pupils and determining strategies on how to support children further	Improve outcomes for DP (PP) pupils Lead teachers will enable high quality, individualized, diagnostic intervention. Year Group leaders will personally know the children in receipt of PPG and pay closer attention to their books and pitch of planning. Accelerated progress will be looked for and children involved in the dialogue. YGLs to interview all DP children in year group and produce an action plan for support	AK the AHT for T&L will receive a weekly report from the YGLs. The SLT mentors to Quality Assure the monitoring completed by the YGLs SLT mentors to train YGLs on how to conduct effective monitoring Progress Meetings Learning walks YGL, PL and SLT monitoring The AHT	Data demonstrates an % increase in the attainment and progress of DP pupils. The gap between DP and whole closing positively	

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£10,300	<p>Lead Practitioners (SLT) teaching high % of PP pupils.</p> <p>Performance management target for all staff is to reduce the DP gap and SEND gap</p>	New	<p>Pupils eligible for PP are to be taught English and Mathematics by our leading practitioners where possible. Children will move as necessary but teacher's groups will stay the same to ensure accountability for pupil outcomes and progress with individual staff can be tracked. This allowing smaller classes.</p>	<p>We will narrow the gap between English and Mathematics progress of Pupil Premium and Whole pupils across their years at William Torbitt</p>	<p>This will be monitored by the SLT in appraisals and through monitoring progress rates. Pupil Progress meetings and half termly reviews will ensure dialogue regarding individuals. Provision Mapping will be tracking Barriers to Learning (BTL) actions and outcomes</p>	<p>The gap narrowing. End of Year 6 the gap between PP and Whole pupils will be noticeably reduced over time. Staff appraisal meetings will have targets and mid point reviews will focus on accelerated progress.</p>	
£5000	<p>Inclusion and Safeguarding Leader Pastoral support – focused work with families entitled to PP funding.</p>	Cont	<p>Our pastoral Team is an integral part to services for all children, including those with FSM, focusing on: Family support, 1:1 support for pupils and/or parents,.</p>	<p>Vulnerable families provided with bespoke pastoral package of support</p>	<p>This daily feedback then provides next steps on a regular basis. CP meeting followed by Inclusion Meeting with SENDCo, Attendance Officer and Pastoral Team</p>	<p>Teacher. Individual successes will be evidenced through the children's daily routines and ability to fully access their learning due to parental support. Case studies</p>	
£2000	<p>New Assessment systems allowing gaps to be closed quicker</p> <p>Gap Analysis – identify key children for rapid intervention</p>	New	<p>Analysis of data to ensure all groups of children are working towards achieving national expectations in R, W, and M and the combined R,W,M. Children will work in small groups with gap analysis and individual targets to support their curriculum work. This will include some pre teaching. Y6 in Autumn and spring. Year 5 in summer.</p>	<p>Accelerated progress for PPG children. Attainment outcomes in line with national outcomes for individual and combined. Raised self-esteem and improved transition to secondary school.</p>	<p>AHTI J and PK to monitor in termly assessment cycles.</p>	<p>Accelerated progress and narrowing the gap</p>	
£19,000	<p>Specialist Teachers</p>	Cont.	<p>William Torbitt provides specialist teaching to all pupils in KS1 and KS2. This includes a specialist French teacher, PE teacher, Dance trainer and Music teacher. These are used on a daily basis and ensure high quality provision for all pupils, with including those with FSM to enhance engagement and participation. Also allowed children to have two additional sports coaches at lunchtime</p>	<p>Pupil engagement is high due to high quality experiences and role models. Outcomes are also high due to the level of input provided.</p>	<p>The impact of this specialist provision will be monitored through the appraisal system by the SLT and reviewing subject SEFs/action plans.</p>	<p>Engagement of pupils and outcomes within specific subjects is high.</p>	
£5,700	<p>Smaller class sizes for targeted intervention</p>	New.	<p>Class sizes are reduced, ensuring that pupils eligible for pupil premium are provided with further input in their learning, increasing progress rates and attainment in KS1. An investment in small group teaching for higher ability. Ensuring that interventions are not only led by teaching assistants but also by highly skilled teachers. Consistency of high quality teaching enhanced throughout the school</p>	<p>All pupils are given further support and input in English classes to effectively raise their progress rates and attainment by the end of KS1.</p>	<p>This activity is monitored by the AHT to ensure high quality learning for all.</p>	<p>Termly and end of year data will feed into planning and groupings for each term.</p>	

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			Rapid plugging of gaps in learning as identified by CTs in the morning				
£8000	EYFS setting- additional staff	Cont	Additional adult as HLTA alongside EYFS colleagues to ensure high quality small group provision for all pupils.	All pupils will accelerate progression to becoming more independent			
£15000	Attendance Officer	Cont	To ensure vulnerable families are supported by offering bespoke packages in order to get children to school on time and have above national attendance rate. This could include paying for taxis, offering incentives and rewards. Also paying for EWO to meet the AO fortnightly in order to support but also hold meeting, follow up letters and penalties.	Attendance of all ad DP children to be in line or above national of 96%	Governors reports with % of attendance and % of PA figures Monthly reports to SLT	Analysis of attendance will show that the % attendance rate is above national for both whole and DP. The PA % for whole and DP is below national	
<p>TOTAL SPEND: £122,900 (remaining money as contingency) – depending on what the DP children have requested for as part of their conferencing. (Homework club, additional lessons etc.)</p> <p>Actual Spend:</p> <p>Actual PPG Allocation £124,000</p>							