



## **Pupil Premium Statement 2020-2021**

### **Ethos**

At George Tomlinson we passionately believe that every single child deserves to reach their potential, succeed and feel happy. We have a 'no excuses' culture at George Tomlinson and believe that we must champion every child. Our disadvantaged children must be offered as many beneficial opportunities as possible, as well as receiving excellent quality-first teaching and pastoral support if required. Higher ability disadvantaged children need to receive daily challenge and feel that they are being actively pushed towards experiences they may not otherwise have had. Every teacher and teaching assistant is trained to know the disadvantaged pupils well, to spend time with them on a 1:1 basis or in small groups so that they can best understand potential barriers to learning and to think creatively about how we overcome these if they exist. We believe that when the home-school relationship is strong, and we endeavor to best understand how to remove barriers for individual children, children will succeed.

### **Overview**

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Reception to Year 11. For looked after children, the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the Armed Forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

### **Objectives**

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievements for these pupils.
2. All our work funded through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations and ensuring access to a rich, broad and balanced curriculum.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it the most and that it makes a significant impact on their education and lives.

## **Strategies**

1. Pupil Premium will be clearly identifiable within the budget.
2. The Headteacher, in consultation with the Governors and staff, will decide how the Pupil Premium is spent for the benefit of the pupils.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for 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 being socially disadvantaged.
5. 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
6. The school will assess what additional provision should be made for the individual pupils.
7. The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium. The Headteacher will report to the Governing body and parents on how effective the intervention has been in achieving its aims.
5. We will publish online information about how we have used the Pupil Premium.
6. We will ensure that parents, Governors and others are made fully aware of the attainment of pupils covered by the premium.
7. We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
8. We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
9. We will monitor evaluate and review the success of the impact of the Pupil Premium Funding.

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

- Some of our disadvantaged pupils do not have the technology to access remote learning (wifi and/or laptops)
- Emotional needs and mental health needs during the pandemic are heightened
- Access to food in pandemic further limited due to lower household incomes and/or not wanting to or able to leave the house
- Many disadvantaged pupils at our school start their education 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.
- Many of our disadvantaged pupils begin school with limited exposure to formal spoken English, having spoken a language other than English at home during their formative years.
- 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 pupil confidence and knowledge of the key basic skills such as times tables.
- Some of the parents of our disadvantaged pupils lack the confidence to support their children with learning at home.
- Some 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 most able disadvantaged 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.

### **Outcomes**

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others and the additional funding is used well to address the challenges they face. The school will use the funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding, we are fully committed to ensuring that the individual needs of the child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

**Updated: March 2021**

## George Tomlinson Primary School Impact Statement 2019-20

Due to COVID19 end of year attainment for 2019 – 2020 is not available. The changes to educational provision caused by the pandemic resulted in the detail in this Pupil Premium strategy being subject to review from April 2020. Our use of the funding has been adapted to meet pupil need whilst maintaining, where possible, the principles outlined in this document.

During partial closure, the following key steps were taken to ensure that barriers to learning continued to be a focus including, vulnerable pupils attending school and ensuring accessibility to home learning resources and family support.

- Targeted 1:1 family support from our family liaison officer during partial school closure
- Additional 1:1 online maths tutoring sessions from Thirdspace during partial closure and upon return to school
- Once all pupils returned to school there was a focus on mental health and well-being with additional support from SENDCo and Place2Be counselling service
- Focus on providing experiences to enhance the curriculum e.g. theatre experience during Black History Month, African drumming and vocal percussion group.
- Individual music lessons were offered online during partial school closure
- Breakfast Club and After School club continued to run for vulnerable pupils attending school during partial closure
- Online Speech and Language sessions, small group interventions and Place2Be counselling continued online during partial closure
- School Magazine has continued to produce an editorial termly and virtual book clubs were held during partial closure.

Data was collated during Spring 2020 (prior to partial closure). During the period of September 2019 to March 2020 data demonstrates that:

- **Progress KS1** – Progress was typically in-line or better than all other pupils. In both Y1 and Y2 100% of disadvantaged pupils made good or better progress. In Y1 33% made more than expected progress in Maths and 11% in Reading and Writing. In Y2 30% made more than expected progress in Reading and 20% in Writing and Maths.
- **Progress KS2** – Progress was typically in-line or slightly below all other pupils. Overall in KS2 75% of pupil made good or better progress in Reading, 65% in Writing and 61% in Maths, with 28% making more than expected progress in Reading and Writing and 19% in Maths.
- **Progress EYFS** - 75% of PP pupils made good or better progress and 30% making accelerated progress.
- **Attainment KS1** – Overall attainment is lower than all other pupils. Year 1 phonics (taken in Y2 2020) showed 7/8 PP pupils achieved the expected standard.
- **Attainment KS2** - Overall attainment is slightly lower than all other pupils. The percentage of disadvantaged pupils achieving age related expectations in RWM combined in Y6 was 33%, but it must be noted that 50% of the 18 pupil premium pupils have SEND needs in Y6.
- **Attainment EYFS** – 58% of PP pupils on track to achieve GLD which is up on 2019 but still below national average.
- **Interventions:** Children receiving small group interventions make good or better progress (see in-school data).
- **Resources:** Investment in quality resources (especially access to high quality books) to facilitate teaching, support learning and increase pupil engagement in all subject areas, in line with the national curriculum continues to be a priority, especially books with BAME lead characters.
- **Wellbeing:** The therapeutic support provided by Place-2-Be has been hugely beneficial to the disadvantaged pupils and their families who have accessed the service (see Place-2-Be Annual Outcomes Report).

- **Family engagement:** The family liaison officer continues to support and increase parental engagement. The food bank has been of particular support this year.
- **Experiences and enrichment:** Investment in first hand experiences have been successful (e.g. the theatre and music experiences). Selecting disadvantaged pupils to be part of school magazine editorial team and to attend after school books clubs has proved to be beneficial in increasing enjoyment for reading as well as attainment.
- **Attendance:** PP attendance is at 96% (in line with expectations) and persistent absence is at 7% (all other pupils is 8% and national average for autumn term 2019 was 13%).

## George Tomlinson Primary School Planned Pupil Premium Expenditure 2020-2021

### Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	<b>475</b>
Total Number of Pupils eligible for PPG	<b>101</b>
Proportion of pupil premium pupils	<b>21%</b>
Amount of PPG received per pupil	<b>1,345</b>
PPG allocation	<b>135,845</b>
Total Number of LAC Pupils	<b>2</b>
Amount LAC PPG received per pupil	<b>2,345</b>
Total LAC PPG allocation	<b>4,690</b>
Total Amount of PPG allocated 2020-2021	<b>140,535</b>

### Whole School Priorities

- Improve standards of reading comprehension, maths and especially writing
- All pupils to be able to access all of the curriculum
- To develop pupils' oracy skills further so they can explain their learning in greater depth and articulate their achievements
- Engage parents and develop strong home school links to support learning
- To ensure that by the end of KS2 pupils have the skills to access the KS3 curriculum and are ready for life in modern Britain
- Ensure that attendance and persistent absence remain above the national average
- Ensure pupils have been supported to develop their character and taught the skills of resilience and perseverance in order to cope with the challenges and setbacks they may face.

### Aims

- Outcomes for PPG pupils at the end of KS2, KS1 and EYFS are in line with all pupils nationally
- For pupils in receipt of PPG to do as well as or better than those with similar prior attainment nationally in Reading, Writing and Maths

- For the curriculum and provision to overall inspire PPG and disadvantaged pupils to engage enthusiastically in learning and provide them with experiences to inspire and motivate
- To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services and experiences which develop social and emotional well-being, including support for hard to reach families and encourage them to be active participants in their child’s learning
- To ensure that the attendance of pupils in receipt of PPG remains above 96% and for persistent absence to reduce.

**George Tomlinson Primary School Indicative Use of Funding 2020 - 2021**

<ul style="list-style-type: none"> <li>• Outcomes for PPG pupils at the end of KS2, KS1 and EYFS are in line with all pupils nationally</li> <li>• For pupils in receipt of PPG to do as well as or better than those with similar prior attainment nationally in Reading, Writing and Maths</li> </ul>		
<b>Costs: £111,615:</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
Inclusion Lead and SENCo small group (Year 6)	Summer	<ul style="list-style-type: none"> <li>• % of pupils reaching expected standard in comparison to other pupils national</li> <li>• Achievement of PPG pupils across school in comparison to other pupils</li> <li>• Intervention entry and exit data for target pupils show good or better progress</li> </ul>
Acting AHT small group (Year 5 & 6)		
Training release time for Maths Lead to become a <i>Primary Mastery Maths Specialist Teacher</i> . Further leadership release time to support and deliver CPD across the school.	Termly	
Maths Mastery Resources		
Third-space 1:1 maths tuition (Year 5 & Year 6)		
Release time for English Lead to run school magazine club	Termly	
New school reading books with BAME central characters for every year group	Termly	
Training and release time for English Lead to complete NPQML and deliver a whole school improvement project to raise standards in writing.	Autumn Spring	
Booster classes all year groups		

Intervention programs (precision teaching, colourful semantics, language groups, art & drama, 1:1 reading, shape coding, Lexia)	Termly	
Subscription to Purple Mash to support teaching and learning at home and at school, including access to online reading books.		
Access to online resource Times Tables Rockstars for pupils at school and at home.	Termly	
<ul style="list-style-type: none"> <li>For the curriculum and provision to overall inspire PPG and disadvantaged pupils to engage enthusiastically in learning and provide them with experiences to inspire and motivate</li> </ul>		
<b>Costs: £7,500:</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
Peripatetic music lessons (online)	Termly	<ul style="list-style-type: none"> <li>Increased confidence and self esteem</li> <li>Raised aspiration, motivation and engagement</li> <li>Increased parental involvement in school community/pupil's education</li> <li>Improved behaviour</li> <li>Good or better progress in RWM</li> <li>Difference in attainment between PP pupils and other is diminishing</li> </ul>
African drumming workshop	Autumn	
Black History Theatre Experience		
Vocal percussion experience		
Subsidised or free places for PP pupils in curriculum and sports clubs after school		
<ul style="list-style-type: none"> <li>To support the most vulnerable pupils in receipt of the PPG to achieve their full potential by ensuring access to in school therapeutic services and experiences which develop social and emotional well-being, including support for hard to reach families and encourage them to be active participants in their child's learning</li> </ul>		
<b>Costs: £12,420</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
S&L therapist (extra sessions)	Termly	<ul style="list-style-type: none"> <li>Good or better progress for target pupils in R,W,M</li> <li>Difference in attainment between PP pupils and other is diminishing</li> <li>S&amp;L therapy reports indicate impact</li> <li>Feedback reports from Place-2-Be measuring intervention and impact</li> <li>Good progress for target groups in R,W,M</li> <li>Improvement in behaviour, social and emotional skills, mental health and well-being</li> <li>Increased parental involvement in school community from hard-to-reach families</li> </ul>
Time from Educational Psychologist		
Place-2-Be counselling service		
Uniform funding support/hard-ship fund		
Family Liason Officer – 1:1 sessions with vulnerable and disadvantaged families		
<ul style="list-style-type: none"> <li>To ensure that the attendance of pupils in receipt of PPG remains above 96% and for persistent absence to reduce</li> </ul>		

<b>Costs: £9,000</b>	<b>Review Timeframe</b>	<b>Impact Criteria</b>
Free places for Breakfast Club and/or After School Care	Termly	<ul style="list-style-type: none"> <li>• Increased attendance and punctuality</li> <li>• Support for families</li> </ul>
Sports Breakfast Club for targeted PP pupils		
Family Liaison Officer to support families and their children in attending school and improving punctuality		

\*This funding plan is based on indicative and planned strategic spend during the period 2019-20 but is subject to revision & change dependent on on-going need and changes to pupil cohort.