

Pupil Premium Grant 2020-2021

Background to the Pupil Premium Grant

- In 2011-12 the Government launched its Pupil Premium funding. This money is sent to schools based on the number of pupils in the school who are eligible for Free School Meals (FSM) or had been a Child in Care continuously for more than six months.
- From April 2012 the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. A premium has also been introduced for children whose parents are currently serving in the Armed Forces.
- From April 2014 Pupil Premium for Children Looked After (CLA) is no longer part of this grant; but comes in directly from the Local Authority in the form of CLA Pupil Premium; reporting on expenditure falls outside of this remit. The fund does apply, however, for those who have been 'Adopted from Care'.
- The amount of money allocated to each of these categories differs.
- The money is allocated to improve pupil attainment and to help overcome any barriers to learning. Nationally, the statistics show that pupils who are in receipt of FSM, or are Service Children or have been Adopted from Care do less well than their peers.
- Our Pupil Premium Grant is reviewed at the end of each academic year and the next PPG strategy and action plan is then drafted.

Conditions of grant 2020-2021

PPG provides funding for two separate policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

Eligibility

Ever 6 free school meals

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have had a recorded period of FSM eligibility since May 2014, as well as those first recorded as eligible at January 2020.

Children adopted from care or who have left care

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2015 census as well as those recorded as a service child for the first time on the January 2020 school census. The grant will be allocated as set out below.

How Critchill School will use Pupil Premium Grant (PPG) funds to maximise pupil progress, engagement and wellbeing.

Critchill School has worked very hard to ensure that all pupils/students achieve as much as they are able. We ensure that the Pupil Premium funding will be used to both enrich the curriculum for all learners at Critchill School as well as providing alternative targeted support for those pupils/students who require additional levels of intervention.

Furthermore at Critchill School we will:

- Endeavour to ensure that those pupils, whom the PPG supports, make rapid and sustained progress over time.
- Use PPG to overcome barriers to learning, including reading, writing, mathematics and social and emotional literacy
- Pupil's eligible for PPG, attainment in English and Mathematics, is regularly monitored and evaluated.
- Ensure that the PPG is effectively and efficiently used to ensure best value for money.

Pupil Premium Grant 2020-2021

At Critchill School we may use the Pupil Premium Funding to provide:

- One-to-one tuition
- Small-group tuition
- Extra-curricular activities
- Activities that enrich and extend pupil's learning opportunities
- Relevant training and opportunities for professional development for staff which will then impact on teaching and learning.
- Thrive sessions and support

At Critchill School pupils who are eligible for the Pupil Premium Funding may experience the following barriers to achievement:

- Learning difficulties
- Delayed literacy and numeracy skills
- Poor attendance
- Low aspirations and low expectations
- Narrow or limited experiences of life outside school.
- Delayed emotional development

PPG 19-20 Analysis

In the 2019-2020 year, based on our analysis of priorities, we used PPG to:

- Support pupils with the development of their emotional and social skills using the Thrive approach. This included staff training, creating a Thrive Room and 1:1 and small group session.
- Support pupils with Intensive Interaction sessions as part of whole school practice, class based provision and 1:1 Opportunities. We carried out whole school training and provided 1:1 Sessions for individual children.
- Supported children with individual IT targets as provided by SENITAS/VI and OT professionals. This included resources, 1:1 sessions for individual children and staff training.
- Provide social communication sessions
- Ensure all children are ready to learn and have their basic needs met by supplementing breakfast club expenditure.

All of these targets would be tracked and supportive to students Personal Learning Intention Maps. (PLIMS)

Breakdown of expenditure

Amount Received	20,895
1:1 Tuition	£19,750
Staff Training	£873
Resources	£500

PPG 2019-2020 Target Analysis

March	Average % Coverage statements met
14 PPG Students	41%
Whole School	39%

Pupil Premium Grant 2020-2021

Data Analysis:

Due to Covid 19 Lockdown, Data shows the progress up until March 2020.

The average coverage statements met was higher amongst PPG targets than overall PLIM targets.

PPG Students make at least as good progress as their peers.

Interventions were supportive of their overall PLIM progress.

The progress our of PPG students is in line or greater than the average for the whole school

Pupil Premium Grant 2020-2021

Number of Pupils and PPG (pupil premium grant)	28 (inc 1 FSM and SC)
Total number of pupils on roll	80
Total number of pupils eligible for PP(FSM)	27
Total number of pupils eligible for PP(SC)	2
Total number of pupils eligible for PP(AfC)	0
Estimated Total amount of PPG due	£32,645

Key questions to consider:

How much pupil premium funding does our school receive?

- What will the pupil premium funding be used for in our school in order for it to be most effective?
- What types of staffing will the pupil premium funding being used for?
- Overall, how much is the pupil premium changing the way we support pupils from disadvantaged backgrounds?
- Has the pupil premium had any impact on our admissions and exclusions?
- Could our school be involved in the pupil premium summer school programme?
- How is impact measured?
- Is PPG effectively shared and communicated with parents/ carers?

Before PPG funding is implemented:

- Robust data analysis of previous years PPG targets and comparative analysis with whole school results to determine whether PPG funding closes the gap in attainment.
- Liaison with relevant staff including co-ordinators & PFSA
- Cross referencing with SDP, whole school priorities etc.
- Discussion with parents & other agencies during Annual Reviews

Nature of Support 2020-2021

Based on our analysis of data, SDP targets and priorities and in conjunction with research from The Sutton Trust-EEF Teaching and Learning Toolkit (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>) we have decided to use our PPG grant 2020-2021 in the following way:

- 1:1 and small group THRIVE sessions
- 1:1 and small group SALT sessions
- Small group – ‘Boys/Girls groups’ to explore growing up, independence and SEAL.

Pupil Premium Grant 2020-2021

- Small group – Communication groups led by an experience teacher
- Small group – EYFS Interventions

Proposed Activity	SDP Link	Toolkit Findings	How effective is it?	Total Cost (estimated)
1:1 and small group THRIVE sessions (Social and Emotional Learning)	Behaviour 1	Moderate impact for moderate cost, based on extensive evidence.	<p>On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</p> <p>Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.</p> <p>SEL approaches have been found to be effective in primary and secondary schools, and early years settings.</p> <p>As a school we recognize that effective social and emotional skills, play a fundamental role in shaping life chances of young people. Developing their THRIVE experiences in turn will allow them to feel safe, secure and ready to learn which will in time lead to academic progress too.</p>	£9000 £500 resources
<p>Small group learning – with highly qualified staff.</p> <p>1:1 and small group sessions with SALT teacher</p> <ul style="list-style-type: none"> • Boys/Girls Groups • Talk for writing Training and small group tuition. 		Moderate impact for moderate cost	<p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>First, the quality of the teaching in small groups may be as or more important than the precise group size (<u>there is evidence of the benefits of staff professional development on pupil outcomes</u>). Second, it is important to evaluate the effectiveness of different arrangements, as the specific subject matter being taught and composition of the groups may influence outcomes.</p>	£17000

Pupil Premium Grant 2020-2021

Early Years Interventions	EYFS1	Moderate impact for very high cost, based on extensive evidence	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.	£6000