

The Pupil Premium 2019 - 2020

The Government believes that the Pupil Premium, which is additional 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.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. 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.

Our 'disadvantaged' children can face several barriers which impact on their learning:

- parents' low level of spoken or written English means that support with homework and models of a high standard of English at home are limited.
- pupils' SEN: a high proportion of PP pupils also have SEN which require specialist strategies to be in place for them to access learning.
- poor language and communication, social and emotional skills.
- a lack of confidence which affects children's resilience in trying and sustaining new learning and new experiences.
- poor attendance and punctuality issues.
- complex family situations that prevent children from flourishing and parents from sometimes giving support with learning (these include: parents
- caring for other dependents, parents' physical or mental illness, families' financial vulnerabilities and family trauma, ie: domestic violence or bereavement, has a long term impact on wellbeing and can inhibit learning both in and out of school

At Virginia Primary School, 26% of our children are eligible for free school meals. However, the majority of our families are on low incomes. Therefore, most of our pupil premium allocation is used for the benefit of pupils across the school. That said, we consistently monitor the progress of our PP children and we allocate specific funding as appropriate to ensure inequalities are robustly addressed through a range of learning programmes.

At Virginia Primary School, we strongly believe that an enriched curriculum that engages and motivates children has a profound impact on achievement and attainment. We believe that it has this impact because of the confidence and self-esteem it fosters. Therefore, we have allocated a percentage of our pupil premium to fund learning opportunities that develop and challenge our children in this way. We balance this with ensuring that we provide high quality targeted learning support for children across the school so that we are continually narrowing the progress and attainment gap. The following is a summary of how and why we have allocated our funds:

- Our adventure learning programme means that children are challenged from reception upwards to explore our world and see the possibilities for their own future travel and exploration. Each experience is carefully planned to address aspects of the PSHE curriculum and to embody our values. It gives children a real boost in confidence and self-esteem which has been shown to impact directly on their academic achievement.
- We recognise that emotional well-being and good mental health is vital for our children to learn and grow. Therefore, we have developed a programme of support for targeted children using pupil premium funding to employ a school counsellor for half a day a week. We also have a fully trained emotional literacy support assistant. This has enabled

her to work with individuals and groups of children that are of concern but do not yet require intensive therapeutic support. So far we have identified that 90% of children needing such support are also entitled to pupil premium funding. This has proved to be a highly effective use of our pupil premium fund as it has been noticed through case studies that children targeted have improved their attitudes to learning and therefore their learning outcomes.

- Continued Professional Development is crucial for supporting the teachers with meeting individual or group needs of their disadvantaged pupils. We employ the support of consultants with early reading and writing training – to help those children who enter school behind close key gaps and to ensure consistency of language and teaching and learning across EYFS, KS1 and KS2. The continued use of our curriculum consultant enables teachers to plan and deliver a high quality curriculum which all children can access and be challenged by.
- Learning music has long been shown to develop thinking skills and is a big part of our curriculum throughout the school. This includes whole class violin for two years and music teaching for all age groups. We provide extra tuition for gifted and talented pupils to develop their skills as well as an after school keyboard club. Our music teacher also provides an under-fives session for children and parents.
- Our lunchtime intervention programmes are for children identified through termly pupil progress meetings and half termly class team meetings. Each programme runs for six weeks (one weekly session per programme) with clear learning outcomes. Not only are they designed to give children extra support but also to challenge our gifted children. The pupil premium has meant we can employ extra playground staff to free up higher level teaching assistants to deliver these programmes. It also means that children do not miss any of their class times.
- Early intervention in the foundation stage is vital for children to be ready for transition and so they are not continually trying to ‘catch up’. We have found that there are lengthy waiting lists once a child has been referred for a speech and language programme. Therefore, we have employed our own part time speech and language worker to ensure that children get support early on. The speech and language worker also runs a six week programme in the autumn term for year 1 as well as training and supporting HLTAs to work with targeted children.
- We also provide early intervention in the form of under-fives sessions in our Welcome Space. We target our pupil premium and vulnerable families and we have found that this helps to prepare children for starting school. This has been recognised as a focus across Tower Hamlets in the coming year. Families who attended the programme last year have made better progress than those who have not – we have therefore expanded our provision for the coming year.

Total pupil premium amount for 2019 – 2020:

Area	Cost
Music	£15,000
Adventure learning	£25,000
HLTAs - early years support/under-fives sessions and intervention programmes	£44,231

across the school	
School counsellor	£6,000
Emotional Literacy Support Assistant	£4,400
ICT/science/curriculum consultant	£15,000
Curriculum Training consultants	£1,000
Speech and language	£5,529

Total: 116,160

The impact of the pupil premium is evaluated at the end of each academic year through the analysis of data for children on free school meals. The evaluation for 2018 -2019 can be found on the website under 'learning'.