



Stephen Freeman Primary School

PLAN FOR USE OF PUPIL PREMIUM 2018-19

The pupil premium is a grant given by the government to schools in England to decrease the attainment gap for the most disadvantaged children, whether by income or by family upheaval.

In 2017-18 funding was calculated on the basis of:

- Children who have qualified for free school meals at any point in the past six years. The school receives £1320 for each of these children.
- Children who are or have been looked after under local authority care for more than one day. These children are awarded a premium of £2300.
- Children from service families who receive a child pension from the Ministry of Defence. They are awarded £300.
- **Early Years Pupil Premium is £300** for each pupil.

The funding is provided to schools, which decide how best to spend this according to local needs and adds to the raft of activities and interventions already provided for all pupils.



At Stephen Freeman School, we strive to: nurture and empower everyone beyond their expectations, by cultivating curiosity, celebrating individuality and creating life- long learners to contribute positively to the wider curriculum.

The Governors receive regular monitoring reports on the progress of all children in the school and scrutinize the effectiveness of the different interventions.

(Note: information related to individual pupils remains confidential).

Barriers/areas we are addressing for Pupil Premium pupils

- Low levels of spoken and receptive language on entry to the school and throughout
- Low educational aspirations
- Lack of wider experiences
- Attendance and engagement with learning
- Self-regulation and emotional literacy

☒ Parental engagement and support

☒ Adult education

Number of school pupils 2018-19	420	
Number of pupils eligible for Pupil Premium 2018-19	122	100= FSM/ Ever 6 21= Forces/ Ever 5 1= LAC
Amount of Pupil Premium received 2018-19	£141,520	£133,320 = FSM/Ever 6 £6300 Forces/ Ever 5 £1,900= LAC



PLAN FOR EXPENDITURE 2018-19

Action/approach Implementation	Desired outcomes/Rationale	Cost	Monitoring Impact: attainment & progress, by whom
QUALITY TEACHING FOR ALL/TARGETED SUPPORT			
Creation of Pupil Premium Mentor roles	Mentors to work in partnership with pupils and their families to develop pupil's emotional health and wellbeing in conjunction with encouraging high attendance and positive academic development.	£13,400	<p>The aim is for children and their families to have constructive in school relationships which will in turn have a positive effect on learning, attendance, progress and attainment.</p> <p>Mentor roles to be created by end of the Spring term 2019.</p> <p>PC to choose individuals for the role, monitor the impact and oversee this.</p>
Inclusion Support	A member of staff to assist with the admin duties of the inclusion team.	£2,000	<p>The member of staff will attend meetings on site with the Safeguarding Leads to record minutes, assist with paperwork and distribute meeting notes to families and other professionals. They will also arrange meetings with families and professionals.</p> <p>The impact of this will be seen in the availability of the safeguarding leads; SENDCo and PP lead to work with children in a more personal way therefore having a greater impact on progress, attainment and wellbeing for pupils and parents.</p>
Inclusion Officer	A full time member of staff to liaise with families and agencies, attend TAF/CIN/CP meetings and is also responsible for DDSL.	£30,000	<p>A large amount of children entitled to PP are also considered vulnerable (82% of children in a formal safeguarding process are entitled to Pupil Premium funding) Therefore, this member of staff will attend all possible meetings regarding the wellbeing of the children. They will relay any necessary actions to school staff and manage any safeguarding needs and concerns.</p> <p>JB to line manage SS.</p>



Cover for teachers attending meetings with professionals	This will allow teachers to meet with professionals to discuss the educational and wellbeing needs of the children in their care.	£6,000	<p>Good communication between all professionals is essential in ensuring children are well cared for and their needs are met. Cover for teachers will allow them to meet with outside agencies and discuss ongoing concerns/ needs.</p> <p>JB to monitor and oversee. CG to monitor the spending of this.</p>
Purchase of story sacks	Sacks to promote early reading and writing with EYFS PP children and their families.	£3,000	<p>Story sacks can be used in a multitude of ways. The purchase of a range of story sacks will encourage the sharing of stories and discussion around books in a non-threatening and engaging way. Story sacks are advocated by many early-years practitioners as an “excellent way of developing communication between pupils and/or adults” (Barron, I and Powell J, 2003). As we know that most pupils who are entitled to pupil premium funding have delayed language skills, this is a key method of developing speech skills in an exciting way at a young age.</p> <p>PC to work in conjunction with LdB to monitor impact.</p>
Referrals to The Art Room	Art therapy based at the Aureus Secondary School.	£5,000	<p>Children who are highlighted by the Inclusion team as needing emotional/ behavioural support may attend sessions with The Art Room. Class teachers should complete SDQ assessment sheets before the children attend and after their course has finished. The Art Room will monitor attendance and relay any other information affecting impact, compiling an end of term report.</p> <p>The Inclusion Team will oversee who is referred to the Art Room and the impact this has had.</p>
Specially trained Teaching Assistants	Carrying out targeted interventions across the school for children who need extra support.	£38,000	<p>The school employs some 1:1 Teaching Assistants but also some who are tasked with delivering interventions across the school to children who need extra support. Training is provided to keep their knowledge of resources and strategies up to date, meaning our children receive the best quality support.</p> <p>JH to line manage Teaching Assistants. PC and JH to monitor the impact of interventions through the spreadsheet maintained by the Inclusion Team.</p>



Contribution towards educational websites	Subscriptions for websites such as RM maths and phonics play	£1,500	<p>These websites ensure that teachers have access to a range of up-to-date and engaging resources which will promote quality first teaching. These subscriptions will also mean that children can use these at home, encouraging children to take responsibility for their own learning.</p> <p>PC to monitor and encourage uptake.</p>
Forest School	Provision, staffing and resources	£5,000	<p>Children who are highlighted by the Inclusion team as needing emotional/ behavioural support may attend sessions with Forest School. Class teachers should complete SDQ assessment sheets before the children attend and after their course. DB will monitor attendance and relay any other information affecting impact. Photos may also be taken and shared with staff.</p> <p>JH will oversee who is referred to Forest School and the impact this has had.</p>
HSLW	As part of the school partnership, each school contributes to the payment of Home School Link Workers	£8,000	<p>Families may be referred to the Home School Link Workers if they need support in the home environment for a whole range of issues. The Inclusion Team may suggest families in need of support or families may put themselves forward.</p> <p>Referrals are completed and meetings are held by SS. The Inclusion team will oversee who is referred and the impact this has had.</p>
Phonics resourcing and training	To support key skills into KS2. More needs to be done to diminish the difference. Phonics training will be the start of this.	£1500	<p>Class teachers are to monitor the impact of this regularly and input data into Integris as part of their assessment work every half term. SLT will look at and monitor progress data each half term. Progress meetings are held regularly across the school.</p> <p>PC to analyse and evaluate the data for PP pupils every half term.</p>
Participation in music lessons	To ensure every child in Year 3 and beyond has the opportunity to learn a musical instrument if they wish to.	£1,000	<p>Learning how to play a musical instrument could be something that parents are not able to afford for their child. This funding will enable every child to learn a violin or cello once they reach Year 3. If they wish to continue this after Year 3 and need financial assistance then this may be provided.</p> <p>CG and PC to monitor the uptake and spending of this.</p>



Wider life experiences	This includes a pantomime, Christmas meal, Living eggs etc. To boost every child's knowledge of the world, customs and traditions.	£1,000	Children, who would otherwise not be able to experience these things due to financial hardship, can now take part. Taking part in events like these will mean that no child will miss out on the experiences which will inform their knowledge of the world. Parents may request financial support to pay for their child's share in these activities. CG and PC to monitor the uptake and spending of this.
Funding for individual pupils to access learning and extracurricular opportunities	This funding is crucial to confirm that every child has what they need to make educational progress and to safeguard their emotional needs.	£100 per child (£12,200)	Any purchases must have an educational or emotional impact which will be measured accordingly by PC. PC to liaise with parents/ carers regarding their child/children's needs. Class teachers may also suggest possible ways for parents to spend their money to have the maximum educational impact on the children. CG to monitor the financial implication of this.
Staff CPD	To ensure that teaching is consistently good or better across the school	£5000	SLT meet with staff in their teams as part of the appraisal process to discuss any training needs. This information should be passed to CG and JB as necessary/ when courses are advertised. Quality first teaching is essential to ensure we are diminishing the difference.
Play Therapy	Emotional support for children who are identified as needing it by the Inclusion Team.	£1500 training	Children who are chosen by the Inclusion Team as in need of extra emotional support may need play therapy. A SDQ behaviour assessment is completed by the class teacher before and after the course to measure impact. The Inclusion team will choose children to attend and class teachers will monitor impact.
Residential	Funding to be spent on ensuring all children can access the residential trip in Year 5 and 6.	£1,000	The residential trip equips pupils with skills which they may not otherwise have the experience to acquire. The visit will give pupils new experiences and memories which should assist in raising aspirations and fulfilling the



PP trips, visits and extracurricular learning opportunities.	Funding to be used for visits, speakers and extracurricular learning opportunities.	£3,000	One of the barriers affecting the progress and attainment of PP pupils is their lack of wider life experience. Therefore, this money will be spent on supporting their understanding of the world outside of their home environment and expanding their horizons. This will also provide raising aspirations opportunities for PP pupils in certain areas.
Home learning resource packs	For children entitled to PP to engage more in their learning at home.	£800	All children entitled to PP completed a questionnaire towards the end of the academic year (2017-2018). The questionnaire revealed that a high proportion of those children felt unable to complete any home learning as they did not have the resources they need. Therefore, money has been spent on buying resources for every child entitled to PP to receive a home learning pack to therefore complete any work required at home.
Total		£138,900	

Initials	Staff member	Job title
JB	Jess Butler	Headteacher
PC	Polly Cheswick	Pupil Premium Coordinator
CG	Corin Gouede	School Business Manager
SS	Sue Shaw	Inclusion Support
CH	Carolyn Hanwell	Early-Years Coordinator
DB	Debbie Bolton	Forest School Lead
JH	Jill Hazeldine	SENDCo