

Pupil Premium Plan 2019/21

School Context

All schools have high aspirations for children. At Fallings Park our principal aim is to ensure that challenges facing our pupils and the local community do not stand in the way of aspiration.

Our school is located in an area of very high social deprivation and has a very high proportion of disadvantaged pupils. The school deprivation indicator is the 80th percentile when compared to National.

Our community faces the following:

- Higher than average level of social housing.
- Approximately two thirds of the community are on state benefit/unemployed/lowest grade workers
- Just under half the adult community have no GCSEs
- Less than a quarter of the adult community are in full time employment.
- Social issues prevent children from flourishing.

The effects of deprivation of children entering school are marked. Even those pupils who are not PPG are impacted upon by deprivation in the school catchment area.

The lack of embodiment of cultural capital combined with low aspiration impacts upon a broad spectrum of characteristics of learning in children.

Common barriers to learning for many of our children are:

- Attendance and punctuality Issues
- Limited in experience of wider life beyond the local community, have low economic mobility, opportunity and aspiration
- Low verbal development and vocabulary
- Poor development of well-being and social skills

Addressing barriers to Learning at Fallings Park

- Raise awareness of good attendance and punctuality
- Provide opportunities to broaden experience beyond the wider world, know goals in life, increase resilience and aspiration
- Prioritise development of verbal communication, vocabulary, fluent reading and writing
- Prioritise well-being physically and emotionally, and personal development in children

Overview of Pupil Premium

What is Pupil Premium?

Pupil premium is a designated amount of money that the government allocates to each school based upon a number of factors linked to the perceived deprivation of certain pupils in school.

Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect and diminish the gap between pupil groups.

Children start school with very low attainment on entry. Accelerated progress is required in order that children meet at least age related expectations as they move through the school.

Pupils are identified on provision maps in order they can make the progress required and we have a track record of ensuring that pupils make good progress.

Effectiveness is measured through pupil tracking and review of provision maps each term. Actions and outcomes reported to the Governor Monitoring Committee each term.

Measuring Impact

The impact of pupil premium and sports premium will be measured by:

- Using school tracking systems to measure attainment and progress of individuals and groups of pupils in English and Maths.
- Using provision mapping to monitor impact of pupil premium upon attainment, progress, attendance and wellbeing of pupils
- Tracking attendance of whole school, year groups, individual and groups of pupils (including pupil premium groups)
- EHA's to record and monitor pastoral issues
- CPOMS (software system to track social care cases across school)
- IEP's and EHCP's to record and monitor progress of SEND pupils
- Lesson observation of PE lessons to monitor differentiation

Number of Pupils and Pupil Premium Grant (PPG) Received 2019-20	2019 - 2020	2020 -2021
Total number of pupils on roll	677 (of which 82 part-time)	701 (P/T 81)
Estimated Total number of pupils eligible for PPG	293	336
Amount of PPG received per pupil	£1,320	£1345
Estimated Total amount of PPG	£386,760	£451,920
Estimated Total amount of EY PPG	£13,500	£9921

Previous Performance of Disadvantaged Pupils End of Reception 2019 (Reception pupils eligible for free school meals or in local authority care for at least six months)		
Number of Pupils	PPG	Non PPG
	43	43
Percentage of Pupils	PPG	Non PPG
	50%	50%
% meeting GLD	PPG	Non PPG
	60%	58%
% exceeding GLD	PPG	Non PPG
	9%	14%

Previous Performance of Disadvantaged Pupils End of KS1 2019 (Year 2 pupils eligible for free school meals or in local authority care for at least six months)		
Number of Pupils	PPG	Non PPG
	38	50
Percentage of Pupils	PPG	Non PPG
	43%	57%
% meeting expected standard (Reading, Writing, Maths Combined)	PPG	Non PPG
	TBC	TBC
% exceeding expected standard (Reading, Writing, Maths Combined)	PPG	Non PPG
	TBC	TBC

Previous Performance of Disadvantaged Pupils End of KS2 2019 (Source: FFT Aspire)

(Year 6 pupils eligible for free school meals or in local authority care for at least six months)

Number of Pupils	PPG	Non PPG
	47	19
Percentage of Pupils	PPG	Non PPG
	71%	29%
% meeting expected standard (Reading, Writing, Maths Combined)	All Pupils	
	50%	
	PPG	Non PPG
	47%	58%
% exceeding expected standard (Reading, Writing, Maths Combined)	All Pupils	
	6%	
	PPG	Non PPG
	6%	5%

Raise awareness of the importance of good attendance and punctuality				
Issue	Implementation	Impact	Cost	Review July 2020
Parents of persistent absentees do not link school attendance and learning to future economic well-being	Parents and pupils of Persistent Absentees targeted for additional in-school curriculum engagement:	Gaps in learning caused by absence are diminished Improved attendance In Year data and attendance tracking	Five sessions pwk L2 TA £9,500 pa	Continue to monitor impact in 2020-21. Pre teaching before core sessions.
	Pre-Nursery Jelly Beans sessions 1.5hrs pwk Commence Autumn 2 every Monday	Monitor attendance rates of parents. Feedback wall from parents (TR)	HLTA and L3 TA @ 1.5hrs pwk £3000	Continue into 2020-21. Impact not fully achieved due to Covid19
	T42 targeted at disadvantaged pupils 3 hour session x 2 daily	Track Tiny Trees pupils through Reception and Year 1. Do we see sustained impact?	HLTA, L3 TA and L2 TA @ 30hrs pwk £75,000 approx – self funded	Continue 2020-21
	Reception Parents Breakfast workshop	Parent Partnership Identify 'Reception PAs.' Explore how to engage parents in morning sessions 8:45 to 9:15	TA x 2 three sessions per week. £7000	Breakfast Come Dine with Me. Improved attendance and punctuality. Further develop in Jan 21
	Y1 Parent Phonics workshops Spring 1	Hard to Reach parents contacted individually for sessions with HS (YL)	1 Year Leader 1 hour pwk £800	Started in Spring 1. Hard to reach parents directly contacted. Workshops stopped due to Covid 19. Continue into 2021-21
	Y2 SATs Workshops Spring 1	Hard to Reach parents contacted individually for sessions with RS (YL)	1 Year Leader for 1 session	Invites sent to parents but cancelled due to Covid19. Continue in 2020-21
Overall attendance rests just below the national average	Concise attendance policy and guidelines. Review Spring 1 Week 3	Concise, Parent Friendly policy communicated effectively	Parent partnership coordinator £15,000 pa	Achieved
	Parent Enquiries staff to contact parents on first day of absence			Begin with Nursery children September 2020
	Targeted support and rewards in	Improved attendance in line with national	Parent partnership administrative assistant	Continue in 2020-21

	Assemblies. Weekly Class awards Termly Individual Awards	target Attendance tracking of Year Groups and PPG pupils	x 5 hrs pwk. £3000	
	In class rewards for good attendance	Class Teacher presenting weekly Awards to pupils >98% Attendance Chips		Resources now in school – postponed launch due to Covid19. Begin 2020-21
	Staff trained to support parents with EHAs where appropriate. TR and EJ	Targeted support for parents of persistent absentees – tracked using EHA		Ongoing
Additional 2020-21	Introduction of parent app, including texting service for first day absences	Hard to reach parents more likely to respond to text message initially. Less PA	Text system Sims In-touch £382.08	Ongoing
Additional 2020-21	Educational welfare officer to complete home visits	Parents more likely to respond to a home visit rather than answer phone calls. Less PA	EWO SLA – Perfect attendance - £7980	

Provide opportunities to broaden experience beyond the wider world, know goals in life, increase resilience and aspiration				Review July 2020
Issue	Implementation	Impact	Cost	
Low consolidation of pupils' social skills in the domestic environment. Children less able to read, write and speak about what they have done.	School supports the programme of curriculum visits and visitors to enhance learning Year 1 Kingswood Residential subsidised Year 3/5 Residential visit subsidised	Pupils are able to write with purpose, talk knowledgeably and participate in activities that would not be available to them. Writing assessments Learn Together sessions	Visits and Visitors £65,000 pa (£30,000) Residential Visits Y1, Y3 and Y5 £35,000 pa	Achieved for Autumn and Spring 1. Impact was evident in Learn Together and links with writing. Curriculum links being made more explicit – evident in lesson observations.

		Collaborative learning		Visits and visitors postponed from Spring 2 due to Covid 19
Narrow exposure to wider opportunities and how education links to economic well-being.	School to develop personal development programme. (Personal Milestones)	Causal Link between education and future economic well-being. Better resilience, creativity and aspiration in children Pupil questionnaire analysis	AHT responsible for curriculum Curriculum Development Group session x 5	Personal development programme developed by Year Leaders. Due to be trialled in Spring 2 then rolled out whole school in September 2020 – postponed due to Covid19.
	<i>Link to industries/businesses and world of work</i> Jaguar/Landrover link set up Wolverhampton University – The Children’s University Parent Audit to ascertain possible parent visits to school to share career.	Parent Partnership department hosting parents for talks and workshops.	Parent Partnership coordinator	On going. Progress halted due to Covid 19
KS1 Pupils cannot access wider opportunities due to under developed social skills	Pupils identified through EYFSP as having low PSED scores Pupils receive bespoke Learn Together curriculum and supported social and communication skills through pre-teaching, concrete and kinaesthetic learning in Year 1 (Willow) and Year 2 (Poplar)	At the end of KS1, pupils are able to still able to access the full curriculum without support Boxall profile used as a baseline and at the end of the year	Level 3 TA x 2 Two One hour sessions pwk. £1500	Nurture group established, children were accessing the Learn Together curriculum using provision appropriate to their needs. Continue in September2020

				Boxall profile not completed as school year effected by Covid 19
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Prioritise development of verbal communication, vocabulary, fluent reading and writing				Review July 2020
Issue	Implementation	Impact	Cost	
Children have poorly developed communication, language and social skills on entry to Nursery	Open opportunities for Parents and Toddlers (Jellybeans: weekly stay and play sessions 0 years to 3 years)	Pupils with more developed communication and language and social skills Better targeted learning for Tiny Trees (2 to 3 years) Pupils join school at Nursery are familiar with School environment.	1 session pwk HLTA £2,500 pa 1 session pwk L3 TA £2,000 pa	Ongoing continue 2020-2021
Pupils have low Communication and Language scores on entry to Early Years	Reception Teacher CD trained in Elklan Speech and Language Programme to target Early Years pupils with below age related communication skills.	Early Years pupils with higher levels of Communication & Language In Year Data Tracking: Communication and Language through EExAt	Elklan training completed 1 session pwk release by AHT £6,100 pa	Ongoing. In year data reflects progress of identified pupils.
Pupils have less developed Speech, Language and Reading skills on entry to KS1	Key Stage 1 Teacher CG trained in Elklan Speech and Language Programme to target Year 1 pupils with below age related communication skills.	Pupils leave KS1 with a higher level of vocabulary with a confidence and competence in spoken language and listening skills Data Tracking: Reading in SIMS and Boxall profile	Additional teacher 1 day/week £8,100 pa Additional teacher 1 day/week £8,100 pa	Ongoing. In year data reflects progress of identified pupils.

Individual pupils have less developed Speech and Language skills across school	Pupils identified speech and language intervention through baseline assessments/end of Nursery data Speech and Language Practitioner (CW) support for targeted pupils.	Pupils join Reception with higher levels of Communication & Language impacting on their attainment at the end of Reception	Speech and language practitioner 4 days/week £25,000 pa	On going. CW to work 5 days a week from September 2020. Impact on referrals to NHS and also parental engagement.
Individual pupils have less developed social understanding, language and communication skills.	Pupils identified at the end of KS1 LKS2 Pupils access Learn Together curriculum in small group and supported with social skills.	At the end of Year 3 and Year 4 access the full curriculum without support	SULC Training Year 3 L3 TA completed SULC Training Year 4 L3 TA 2 sessions pwk L3 TA £4,000 pa	On going. Possible introduction of Boxall assessment or equivalent September 2020 to monitor impact.
Y1 pupils have gaps in their phonic learning	Y1 Year Leader deliver Parent phonics and reading sessions x 6 through Spring and Summer Terms	Increased opportunities for a child to read and learn alongside parents at home Learn Together sessions Creative homework projects Homework/reading records Homework projects on display In year data and national phonics test	KS1 Year Leader 6 sessions £1,200 pa	Spring Term started – postponed due to Covid 19. Reinroduce in 2020-2021
Raise teaching quality of all class teaching.	Year Leader role support and develop subject and pedagogic knowledge	Teaching teams share planning sessions. Shared teaching in Learn together	Year Leader TLR £6000 x 8 £25,000	Continue with RQT's due to Covid 19. 2020-21 Year leaders involved in joint observations with SLT
Develop personalised learning	PPG and CYPiC pupils identified for bespoke tutoring. Third Space Maths one session for 11 pupils	Increased number of pupils reaching Maths ARE and GDS	£7,500	Data shows impact of 1:1 sessions as a catch up tool. September 2020 increase to 16 pupils

	Small group teaching to meet needs of PPG and pupils below ARE		8 x 0.5 HLTAs (increased to 9 Jan 2020) £104,000	More pupils are to be supported at an appropriate level
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Prioritise development of well-being and personal development in children				Review July 2020
Issue	Implementation	Impact	Cost	
Pupils have poor mental health and well-being	Learning mentor uses appropriate therapies to support individual pupils WELL Project training for all staff	Pupils attendance in line with national Pupils have a positive disposition to learning Attendance of vulnerable pupils Data tracking SDQ analysis	Learning mentor £21,200 One Teaching Assistant from each Year Group (R, Y3, Y4, Y5) undertake Lego training. WELL Project Training for all staff delivered by Out Reach Team.	DA ongoing tracking data shows positive impact. Training completed – further develop in 2020-2021 WELL training completed. Additional modules in 2020-21 and refreshers available for all staff.
Pupils identified as over-weight with poor eating habits	School Nurse and inclusion team identify targeted pupils through observation Parents invited to engage in healthy weight management programme for targeted pupils Parents and children supported with healthy eating plans and engagement in healthy out of school activities and Cool Kidz programme	Fitness behaviours developed in identified children BMI Index measured using school equipment	Family Liaison Officer School Nurse HLTA and Level 3 Sports Teaching Assistant £1,100	Develop further in 2020-2021
	Implement Daily Mile. Year Leaders to identify timetabled Daily Mile.	Pupils engaging with Daily mile, Vocabulary, Number Facts over period of 15 to 20 minutes	Daily Mile Timetabled	Ongoing – continue in 2020-2021

Children do not eat breakfast Children arrive at school hungry	Breakfast club open from 7:30am to 8:30am	Children are fed and ready to learn Increased concentration in pupils Punctuality data Breakfast Club attendance records	1 out of hours leader £3,800 4 out of hours practitioners £9,400 Food £500	Impact evident when talking with children. Further OOH practitioner employed for September 2020
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Covid-19 Lockdown			
Issue	Implementation	Impact	Cost
Disadvantaged, vulnerable children not accessing school during lockdown.	In addition to FSM voucher scheme, food parcels delivered home to support families and complete welfare checks.	Families remain in contact with the school. Further developing relationships with hard to reach families. Children have enough food to remain healthy.	8weeks x £15.00 x 4families £480.00
Disadvantaged, vulnerable children not accessing school during lockdown.	School have provided work packs of study guides for core subjects and Science.	Families remain in contact with the school. Further developing relationships with hard to reach families. Children can consolidate learning	£11,379.95

Covid-19 Catch-up premium grant			
Issue	Implementation	Impact	Cost
Additional 2020-21	As a result of Covid 19 lockdown children have been identified for pre teaching to give them confidence and the ability to better access learning within the classroom	Increased number of children accessing whole class learning, raised esteem and achieving milestones	2 additional HLTAs to support in class interventions. 3 x 0.5 £39,000
Additional 2020-21	Third Space Maths sessions increased to 16 pupils	Increased number of pupils reaching Maths ARE and GDS	£7,500
Additional 2020-21	Century learning platform.	Children can remotely access bespoke learning whilst in and away from the classroom	£5760 (upto May 2023)
Additional 2020-21	Introduction of Education City – linked to remote/home learning	Children can remotely access bespoke learning whilst in and away from the classroom.	£1350 (upto October 2022)