

Thomas Hickman School Pupil Premium strategy statement including planned expenditure, outcomes and impact 2020-21

The Government believes that the pupil premium, which is in addition to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. National research shows that children who have been eligible for Free School Meals **at any point** in their school career have consistently lower educational attainment than those who have never been eligible.

Strong leadership systems ensure that the Pupil Premium funding has the necessary impact. This includes an identified governor, the Assistant Head teacher (in liaison with the Head teacher, SENDCO's (to monitor PP SEN) and the School bursar having responsibility for Pupil Premium.

Summary information							
School	Thomas Hickman School						
Academic year	2020 – 2021			Total PP budget		£ £186,955	
Total number of pupils	427 (November 2020)			Number of pupils eligible for PP		130 (November 2020)	
Current number of PP eligible pupils	R: 10	Year 1: 12	Year 2: 20	Year 3: 16	Year 4: 23	Year 5: 20	Year 6: 29
BARRIERS TO BE ADDRESSED 2020-21							
1. Current attendance rates are below the expected 95% National Average for PP children.							
2. The percentage of pupils eligible for PP attaining the expected level in each year group is generally below that of pupils not eligible for PP. This could have potentially been widened due to the pandemic.							
3. Pupils eligible for PP lack opportunities due to financial disadvantage . This could mean that pupils have fewer life experiences to relate their learning to and to apply to their learning, such as in reading comprehensions and in their writing. Potentially this could have widened during the pandemic and the furlough scheme.							
4. Pupils eligible for PP may require support in building their self-esteem. This would then enhance their attitude to learning.							
5. Parental engagement .							

Barrier 1

Current attendance rates are below the 95% National Average for PP children.

ATTENDANCE (97% plus club!)

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
<p>Short term outcome : Pupil Premium attendance will be in line with our school's attendance target of 95%</p> <p>Long term outcome: Due to increased attendance rates, Pupil Premium attainment and progress will significantly rise leading to a decreased gap between pupil premium children and their peers</p>	<ul style="list-style-type: none"> Assistant Head to work alongside attendance officer to monitor attendance and punctuality of all Pupil Premium children Class teachers to phone parents of any absent child, during assembly. Attendance officer to follow up persistent attendance / later arrivals. Additional incentive offered to motivate and reward with a swimming voucher, each term, to those who have attendance of 97% or above. Breakfast club provision offered to those whose % is below the expected rate. 	<p>We can't improve the attainment of our pupil premium children if they aren't attending school.</p> <p>Due to the pandemic, we have been unable to measure the success of the 97% club voucher. In March 2020, 49% of the PP cohort were on track to receive a voucher. This had improved upon Term 1. This incentive will need to be monitored further to fully state its impact.</p>	<ul style="list-style-type: none"> All class teachers to phone at 9.15am each day to discuss why their child is absent. Class teachers to keep a monitoring log of phone calls that they have made. Office to check answerphone by 9.15am and share relevant details with class teachers (before they phone) JH to prepare PP weekly attendance reports and share with AHT. Breakfast Club – AHT / HT and TC to discuss places available for breakfast club provision each half term. 	Ass. HT	<p>£1065</p> <p>(This will allow each PP child to receive a swimming voucher, each term, if they have 97%+)</p> <p>Breakfast club £5886</p> <p>Additional staff member in breakfast club £4000</p>

Impact statement:**Attendance:**

July 2020 – Opening of the school was offered to all year groups, not just the recommended R, 1 and 6 set by the government. Data showed that % of PP children returning was higher overall than XPP.

% of all pupils who have returned;	% of PP children that have returned:
Nursery - 39.1%	N/A
Reception - 40.6%	Reception - 38.4%
Year 1 - 43.3%	Year 1 - 39.1%
Year 2 - 61%	Year 2 - 68.7%
Year 3 – 61%	Year 3 – 63%
Year 4 – 62 %	Year 4 – 61.9%
Year 5 - 65%	Year 5 - 67.8%
Year -6 49.2%	Year 6 - 56.2%
Whole school return 55%	Whole school PP return 57%

Autumn Term – Breakfast Club

Over the Autumn Term, 22 children attended Breakfast club (each had a differing number of sessions that they attended.) Out of these 22 children, 10 of them were entitled to Pupil Premium Funding (46%).

When looking at the data, for Autumn 2, there were 9 children entitled for funding and collectively they came to 226 breakfast club sessions (avg 25 sessions per child.) XPP attended 281 sessions (avg 32 sessions per child.)

Spring Term

With the re-opening of schools, 'Breakfast Club' has also reopened. Currently, 18 children attend this provision, with 11 of these places being funded from Pupil Premium Funding. This means 61% of the children attending breakfast club are eligible to Pupil Premium Funding..

Barrier 2

The percentage of pupils eligible for PP attaining the expected level in each year group is generally below that of pupils not eligible for PP.

**ADDITIONAL TEACHER IN YEAR 6
ADDITIONAL TA**

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
<p>Accelerated progress leading to 'closing the attainment gap' between PP children and their peers in reading, writing and maths.</p> <p>To ensure that all PP children are receiving Quality First Teaching and are provided with opportunities to close the gap.</p>	<ul style="list-style-type: none"> An additional teacher to be placed in Year 6 to teach English and Maths daily. This will reduce the number of children in each group. 	<p>Last year, an additional teacher was placed in Year 5 to support Quality First Teaching for all. Before the pandemic, the % of PP children working at ARE for RWM combined was in line with non PP children. Plus, the disadvantaged children were outperforming XPP in Reading and Maths. (Reading PP 46% XPP 44%) (Maths PP 42% XPP 39%)</p>	<ul style="list-style-type: none"> Data Narratives to show impact. Books / Learning Walks Attainment gap will close between PP and All Other. PP children will make accelerated progress 	<p>JS (Year 6) – monitored by JM.</p>	<p>Additional teacher in Year 6</p> <p>£30,553</p> <p>Additional TA (Niluka)</p> <p>£24000</p>
<p>Impact Statement:</p> <p>Autumn</p> <p>Please note: Year 6 bubble isolated for 2 weeks 6th November – 18th November 2020. Children were taught via Google Classroom for these sessions. A class then had to self-isolate for a 10 day period in December and again be taught through Google Classroom.</p> <p>Spring</p> <p>During remote learning, staff who were working from home gave daily phone calls to the PP children working from home (Years 2-4) These year groups were chosen due to the staffing that was available from these year groups. It allowed for staff to give 1:1 time to both parents and children and discuss any misconceptions regarding the work set. This then reduced when 'Teacher Time for Me' began as class teachers were offering more daily contact with all groups.</p> <p>Note:</p> <p>The Education Policy Institute's annual report (2020) found that the attainment gap between PP pupils and their peers has stopped closing for the first time in a decade. Recent school closures are compounding this problem. In fact, analysis by the Education Endowment Foundation (EEF) found "the closure of schools to most pupils over the last three months is likely to reverse all progress made to close the gap since 2011".</p>					

Barrier 3

Pupils eligible for PP lack opportunities due to financial disadvantage. This could mean that pupils have fewer life experiences to relate their learning to and to apply to their learning, such as in reading comprehensions and in their writing. Potentially this could have widened during the pandemic and the furlough scheme.

SCHOOL TRIPS, RESIDENTIAL VISITS AND EXTRA-CURRICULAR OPPORTUNITIES

UNIFORM

Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
To provide equality of opportunity to PP pupils to engage with extra-curricular opportunities and have access to a range of curriculum enrichment to improve and enhance breadth of life experience, shape lives, support aspirations and open windows of opportunity. In addition, these opportunities would support their academic work throughout the curriculum by	<ul style="list-style-type: none"> School trips, residential visits, swimming and coach journeys will be paid for. Some children with PP funding will be offered the opportunity to attend after-school clubs. These children will be looked at as an individual basis to see if they would benefit from any outside agency support e.g. StageCoach. 	<p>Family circumstances should not determine whether children can participate in extra-curricular activities and which children cannot.</p> <p>PP children often have less access to cultural and social experiences.</p> <p>The trips and residential visits will allow children to develop their self-confidence, independence skills, self-esteem, physical well-</p>	<ul style="list-style-type: none"> All pupil premium children will have their school trips paid for using the funding All Year 6 pupil premium children will be offered a fully funded place on the school residential. All Year 2 and 4 disadvantaged children will have their swimming lessons paid for. Priority given to PP pupils when new clubs are selected e.g. archery, mini tennis and gymnastics. 	<p>Ass. HT</p> <p>ML (PE kits)</p> <p>Bursar</p>	<p>Coach</p> <p>£3,012.07</p> <p>Trips</p> <p>£15,995.65</p> <p>Swimming (Yr2 and 4)</p> <p>£1,442</p> <p>Uniform</p>

enriching vocabulary, knowledge and understanding.	<ul style="list-style-type: none"> To provide a uniform (1x PE T-shirt, 1x School jumper and additional extras for those who require it.) 	<p>being and knowledge and understanding of the world.</p> <p>Extra funding has been allocated to this barrier for this academic year. Some families may require more funding due to the furlough scheme impacting their funds.</p>	<ul style="list-style-type: none"> All disadvantaged children will attend school dressed appropriately. 		<p>£8,500</p> <p>Extra-Curricular Learning £1,500</p>
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Impact Statement:

Autumn 2020

Due to COVID '19 restrictions, school trips have not taken place this half term. Instead, funding was given to the purchase of Dell and Chrome workbooks to support those who would require it if school closure took place.

Social Care provided 27 Dell laptops to THS and 21 of these were assigned to Pupil Premium Children (78%)

As a school 30 Chrome books were purchased to support lockdown distance learning. In Autumn, 20 families applied to have this on loan. 12 of these families were Pupil Premium (60%)

Spring 2020

Covid'19 restrictions still meant that school trips did not take place. Funding was used to support those who required additional IT resources, especially as remote teaching moved to Google Classroom.

During the January 2021 lockdown, 61 families out of 132 pupil premium families were issued a Chrome book. This gives a % of 61% of the PP cohort being issued chrome books. 22% of disadvantaged children were being taught in school.

Uniform:

Autumn Term

At present, 7 children entitled to Pupil Premium funding have received uniform. This was a total of 5 families.

Spring Term

At present, 8 families have had support in providing uniform for their children (10 children in total.)

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<p style="text-align: center;">Barrier 4</p> <p style="text-align: center;">Pupils eligible for PP may require support in building their self-esteem. This would then enhance their attitude to learning.</p> <p style="text-align: center;">THERAPIST, DSL, WELTA</p>					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
<p>Accelerated progress leading to 'closing the attainment gap' between PP children and their peers.</p> <p>Build up positive relationships with hard to reach families.</p> <p>Parent course offered to address behavioural barriers between parents and children (therapist led)</p>	<ul style="list-style-type: none"> WELTA support offered daily in the Aeron Acorn Centre. Parents will have access to regular medical advice and support. Pastoral support given to families e.g. PAFT Onsite therapist to support children and families. 'Avairy' 'Aviary' available to lunchtime support to those who require a smaller setting at lunchtime. 8 Week parent programme, led by AM, to encourage positive parenting. 	<p>EDF state that Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>The potential impact of these approaches is high, but can be difficult to achieve in practice as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.</p> <p>The EDF have also tested parental engagement. They have said that Parents' aspirations also appear to be important for pupil outcomes,</p>	<ul style="list-style-type: none"> Children will be able to self-regulate. Increased confidence and self-esteem in children. Children will be happier and therefore able to access their learning. Less behaviour outbursts. 	<p>AM – trained therapist.</p> <p>FJ, SB, LC</p> <p>JL</p>	<p>£85,702</p> <p>Aviary resources £5700</p> <p>Triple P parenting £600 course</p> <p>£2000 to run the course</p>

		although there is limited evidence to show that intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.			
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Impact Statement:

Autumn – Spring Aviary

Due to Covid'19 restrictions, the use of the aviary has not been possible as there would have been mixing of bubbles. However, due to class / year playtimes and lunchtimes, children who have needed support in self-regulating have been supported by their year group staff. Further support for children has been given by daily contact with members of SLT.

Autumn Term – Triple P Parenting course

10 families for Triple P

8 are PP

Four families because they have expressed want for help. The others because Social Care have suggested it as part of a plan.

Feedback is positive from those that attend regularly. Building better relationships with children and understanding behaviour and then being able to begin implementing strategies for managing misbehaviour are the areas covered so far.

Spring Term

Triple P was placed on hold during Spring 1, due to the many changes that school faced. Families have been identified and contacted, ready to start in Spring 2.

Autumn Term – Therapy

45 children in therapy, 38 of whom are entitled to Pupil Premium (84%).

There are many barriers to learning, but a range of challenges include: Financial difficulties, parent's mental health, substance misuse, domestic violence. Impacting on parenting, child's mental health and resilience and confidence, learning and social skills.

Spring 1

During lockdown, there are 25 families that are still being supported by therapy. 16 of these families are entitled to Pupil Premium (64%).

Barrier 5					
PARENTAL ENGAGEMENT					
Desired Outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure it is implemented well?	Lead by?	Amount allocated
To increase the parental engagement of pupil premium parents and parental confidence (to support their child fully in school and at home)	<ul style="list-style-type: none"> • EYFS morning routines for parents and carers to settle children. • Increase the % of Pupil Premium parents attending parent consultations. • Organise tailored workshops to support parents with their child's learning at home. • Pastoral team and office team to support Parent Consultation days 	<p>Poor parental engagement is a key factor leading to poor attainment.</p> <p>The Buckinghamshire gap between pupil premium and non-pupil premium children is the second worst in the country.</p>	<ul style="list-style-type: none"> • Organise and implement parental workshops (as specified by pupil premium parents) • Monitor parental involvement of PP children. 	<p>AHT</p> <p>CT</p> <p>Office staff</p>	£1000
<p>Impact:</p> <p>Autumn Term</p> <p>Parent Consultation data shows that 93% of PP children attended parent evenings. This met the agreed target. However, if we removed Family X from the calculations, this percentage would rise to 95%, and would mean that 7 PP children did not have a meeting. This percentage matches the XPP cohort in the school, who also had a 95% attendance rate at Parent Consultations. 15 children, who are XPP, did not have a meeting.</p> <p>Spring Term:</p> <p>Parent Consultation data shows that engagement increased for PP families this term from 93% to 95%. With the removal of Family X, this increases to 96%. 7 PP children, did not have a meeting, compared to 5 XPP children not attending.</p>					

