

### 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 <b>attendance rates</b> are below the expected 95% NA for PP children.							
2. The percentage of pupils eligible for PP attaining the <b>expected level</b> 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 <b>lack opportunities due to financial disadvantage</b> . This means 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 would have widened during the pandemic and the furlough scheme.							
4. Pupils eligible for PP suffer from <b>low self-esteem</b> ; they lack motivation and aspiration and this affects their attitude to learning.							
5. <b>Parental engagement</b> .							

**Barrier 1**

*Current attendance rates are below the 95% NA 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><b>Short term outcome :</b> Pupil Premium attendance will be in line with our school's attendance target of 95%</p> <p><b>Long term outcome:</b> 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"> <li>• Assistant Head to work alongside attendance officer to monitor attendance and punctuality of all Pupil Premium children</li> <li>• Class teachers to phone parents of any absent child, during assembly.</li> <li>• Attendance officer to follow up persistent attendance / later arrivals.</li> <li>• Additional incentive offered to motivate and reward with a swimming voucher, each term, to those who have attendance of 97% or above.</li> <li>• Breakfast club provision offered to those whose % is below the expected rate.</li> </ul>	<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"> <li>• All class teachers to phone at 9.15am each day to discuss why their child is absent.</li> <li>• Class teachers to keep a monitoring log of phone calls that they have made.</li> <li>• Office to check answerphone by 9.15am and share relevant details with class teachers (before they phone)</li> <li>• JH to prepare PP weekly attendance reports and share with AHT.</li> <li>• Breakfast Club – AHT / HT and TC to discuss places available for breakfast club provision each half term.</li> </ul>	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:**

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%

### **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
Accelerated progress leading to 'closing the attainment gap' between PP children and their peers in reading, writing and maths.	<ul style="list-style-type: none"> <li>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.</li> </ul>	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	<ul style="list-style-type: none"> <li>Data Narratives to show impact.</li> <li>Books / Learning Walks</li> <li>Attainment gap will close between PP and All Other.</li> <li>PP children will make accelerated progress</li> </ul>	JS (Year 6) – monitored by JM.	Additional teacher in Year 6  £30,553

To ensure that all disadvantaged children are receiving Quality First Teaching and are provided with opportunities to close the gap.		disadvantaged children were outperforming XPP in Reading and Maths. (Reading PP 46% XPP 44%) (Maths PP 42% XPP 39%)			Additional TA (Niluka)  £24000
<b>Impact Statement:</b>					

<p align="center"><b>Barrier 3</b></p> <p>Pupils eligible for PP <i>lack opportunities due to financial disadvantage</i>. This means 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.</p> <p align="center"><b>SCHOOL TRIPS, RESIDENTIAL VISITS AND EXTRA-CURRICULUR OPPORTUNITIES</b></p> <p align="center"><b>UNIFORM</b></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
To provide equality of opportunity to disadvantaged pupils to engage with extra-	<ul style="list-style-type: none"> <li>School trips, residential visits, swimming and coach journeys will be paid for.</li> </ul>	Family circumstances should not determine whether children can participate in extra-	<ul style="list-style-type: none"> <li>All pupil premium children will have their school trips paid for using the funding</li> </ul>	Ass. HT  ML (PE kits)	Coach  £3,012.07

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 enriching vocabulary, knowledge and understanding.	<ul style="list-style-type: none"> <li>Some disadvantaged children 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.</li> <li>To provide a uniform (1x PE T-shirt, 1x School jumper and additional extras for those who require it.)</li> </ul>	<p>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 will allow children to develop their self-confidence, independence skills, self-esteem, physical well-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"> <li>All Year 6 pupil premium children will be offered a fully funded place on the school residential.</li> <li>All Year 2 and 4 disadvantaged children will have their swimming lessons paid for.</li> <li>Priority given to PP pupils when new clubs are selected e.g. archery, mini tennis and gymnastics.</li> <li>All disadvantaged children will attend school dressed appropriately.</li> </ul>	Bursar	<p>Trips</p> <p>£15,995.65</p> <p>Swimming (Yr2 and 4)</p> <p>£1,442</p> <p>Uniform £8,500</p> <p>Extra-Curricular Learning £1,500</p>
<b>Impact Statement:</b>					

<p align="center"><b>Barrier 4</b></p> <p align="center">Pupils eligible for PP suffer from <b>low self-esteem</b>; they lack motivation and aspiration and this affects their attitude to learning.</p> <p align="center"><b>THERAPIST, DSL, WELTA</b></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"> <li>• WELTA support offered daily in the Acron Centre. Parents will have access to regular medical advice and support.</li> <li>• Pastoral support given to families e.g. PAFT</li> <li>• Onsite therapist to support children and families.</li> <li>• 'Avairy' available to lunchtime support to those who require a smaller setting at lunchtime.</li> <li>• 8 Week parent programme, led by AM, to encourage positive parenting.</li> </ul>	<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, 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.</p>	<ul style="list-style-type: none"> <li>• Children will be able to self-regulate.</li> <li>• Increased confidence and self-esteem in children.</li> <li>• Children will be happier and therefore able to access their learning.</li> <li>• Less behaviour outbursts.</li> </ul>	<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>
Impact Statement:					

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"> <li>EYFS morning routines for parents and carers to settle children.</li> <li>Increase the % of Pupil Premium parents attending parent consultations.</li> <li>Organise tailored workshops to support parents with their child's learning at home.</li> <li>Pastoral team and office team to support Parent Consultation days</li> </ul>	<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"> <li>Organise and implement parental workshops (as specified by pupil premium parents)</li> <li>Monitor parental involvement of PP children.</li> </ul>	<p>AHT</p> <p>CT</p> <p>Office staff</p>	£1000
Impact:					

Total budgeted cost from Pupil Premium budget	£186955.72
Total estimated remaining from Pupil Premium budget	£ -0.72

