

Thomas Hickman School Pupil Premium strategy statement including planned expenditure, outcomes and impact 2019-20

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	2019-2020				Total PP budget			£ £180,120.	
Total number of pupils	461 (as of 04.09.19)				Number of pupils eligible for PP				
Current number of PP eligible pupils	132 (30%)	R: 10	Year 1: 19	Year 2: 12	Year 3: 18	Year 4: 20	Year 5: 26	Year 6: 27	
BARRIERS TO BE ADDRESSED 2019-2020									
1. Current attendance rates are below the expected 95% NA 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.									
3. Pupils eligible for PP lack opportunities due to financial disadvantage . 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.									
4. Pupils eligible for PP suffer from low self-esteem ; they lack motivation and aspiration and this affects their attitude to learning.									
5. Catering for the needs of Pupil Premium children who are also SEN .									
6. Parental engagement .									

ATTAINMENT: 2018-2019	PP eligible pupils (school)	School (other)	School Difference	National Other (Gap)
Early Years Foundation Stage Profile – achieving a good level of development	47%	70%	-23	73% -26
Year 1 Phonics – achieving the expected standard in phonic decoding	56% (3 didn't take screening)	91%		84 % -28
	45%(including the 3 who didn't take)	90%		
Key Stage One – achieving the expected standard in Reading	61%	79%	-18	79% -18
Key Stage One – achieving Greater Depth in Reading	11%	17%	-6	25% -14
Key Stage One – achieving the expected standard in Writing	56%	74%	-18	78% -22
Key Stage One – achieving Greater Depth in Writing	0%	5%	-5	15% -15
Key Stage One – achieving the expected standard in Maths	67%	79%	-12	79% -12
Key Stage One – achieving Greater Depth in Maths	6%	14%	-8	22% -16
Key Stage Two – achieving the expected standard in Reading	38%			73%

				-35
Key Stage Two – achieving Greater Depth in Reading	5%			27%
				-22
Key Stage Two – achieving the expected standard in Writing	62%			76%
				-14
Key Stage Two – achieving Greater Depth in Writing	0%			20%
				-20
Key Stage Two – achieving the expected standard in Maths	57%			75%
				-18
Key Stage Two – achieving Greater Depth in Maths	10%			27%
				-17

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>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. 	<p>We can't improve the attainment of our pupil premium children if they aren't attending school.</p> <p>Our persistent absence percentage, for disadvantaged pupils, is currently at 91.68% This is below our whole school data of 93.9%. Although both percentages are less than 96%, if we remove one persistent family, who are disadvantaged, the percentage would rise to 94%. This is still below National Expectations, however it has increased from the academic year of 2017/18 which was 93.1% for disadvantaged.</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. 	Ass. HT	<p>£1065</p> <p>(This will allow each PP child to receive a swimming voucher, each term, if they have 97%+)</p>

Impact statement:**January 2020 - March 2020.**

Out of the whole PP cohort (R-Yr6) 49% are on track to receive a 97% swim voucher for Spring 2.

Out of all children who are currently on track to receive a 97% swim voucher in Spring 2, 24% of them are entitled for PP funding.

This attendance incentive will continue to run in the academic year of 2020 – 21. Due to Covid '19, the incentive only ran for two terms so we would require more data to see if this was successful or not.

Next year, we shall also add Breakfast Club provision to this barrier. Funding will be available for disadvantaged children to attend breakfast club, thus ensuring that they are at school on time.

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 5/6

NOT ARP (Key Stage 1)

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 disadvantaged 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 and Year 5 to teach English daily. This will reduce the number of children in each group. Provide a 'Not ARP' for those who are not ready to access the National Curriculum. 	<p>Current Year 6's have the highest proportion of disadvantaged children in the school.</p> <p>SEN / Assessment data show that children are not able to access at the required level.</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>GH (Year 6) – monitored by JM.</p> <p>TA's</p>	<p>Not ARP (2 x staff members)</p> <p>£48,700</p> <p>Additional teacher in Year 6</p> <p>£27,553</p>

To support children in Year 1/2 who are not yet able to access the National Curriculum.					
<p>Impact Statement:</p> <p><i>Autumn 2019 Successes</i></p> <ul style="list-style-type: none"> Year 5 - The % of PP children working at ARE for RWM combined is in line with non PP children. Year 5 – PP are outperforming XPP in Reading and Maths (Reading PP 46% XPP 44%) (Maths PP 42% XPP 39%) Year 5 PP GDS Reading. PP children are achieving higher than XPP (PP 15% XPP 8%) <p><i>Challenges</i></p> <ul style="list-style-type: none"> ➤ Year 1 – RWM is significantly underperforming for PP children to reach EXS. Reading is the higher concern with Autumn Target of 53% and children achieving 0%. <p>Attendance will need to be carefully monitored for the Year 1 PP cohort. Currently 88% of PP children have attendance below 97%, although there is no discrepancy between the two classes.</p> <p>During the year, the AHT for Year 6 moved year groups to concentrate on the attainment and progress of the year 6 children. Although SATs did not take place, impact was shown through regular book looks and predicted data. Next year, year 6 will be broken down into 4 smaller classes for the core lessons. The current Year 5's, who are disadvantaged, have made good progress throughout the year and this provision will continue for them.</p> <p>The NARP will continue next year and become a 'Phase 1' NARP. However, funding will be taken from the SEN budget to allow for this provision.</p>					

<p style="text-align: center;"><u>Barrier 3</u></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 style="text-align: center;">SCHOOL TRIPS, RESIDENTIAL VISITS AND EXTRA-CURRICULUR OPPORTUNITIES</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>To provide equality of opportunity to disadvantaged 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 enriching vocabulary, knowledge and understanding.</p>	<ul style="list-style-type: none"> School trips, residential visits, swimming and coach journeys will be paid for. 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. To provide a uniform (1x PE T-shirt, 1x School jumper and additional extras for those who require it.) 	<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-being and knowledge and understanding of the world.</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. All disadvantaged children will attend school dressed appropriately. 	<p>Ass. HT</p> <p>Bursar</p>	<p>Coach</p> <p>£3,012.07</p> <p>Trips</p> <p>£4,995.65</p> <p>Swimming (Yr2 and 4)</p> <p>£1,442</p> <p>Uniform £2,500</p> <p>Extra-Curricular Learning £1,500</p>
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Impact Statement:

Trips:

100% of Pupil Premium children have had their school trips fully funded. Disadvantaged families were given PE kits and uniform, when requested.

Autumn 2019 (November)- *At present each year group has had at least one trip. PP children have had their trips fully funded at a cost of £3096.67.*

Spring 2020 (February) – *Each year group has had a trip / experience for 3 terms at present. The PP children have had their trips fully funded (including coaches) at a cost of £5083.34 for the academic year so far.*

Uniform:

Autumn 2019 – *3 families have taken up the offer of school uniform being provided. This has been at a cost of £134.00 (November 2019). This has ensured that these children are dressed appropriately for winter.*

Spring 2020 (February) – *4 families have currently requested PP funding for uniform. This has been a total cost of £84.18. So far, this academic year, a total of £218.18 has been spent on providing uniform for our families.*

Swimming:

Autumn 2019 - Every child in Year 4 has gone swimming. All are making steady progress.

At the end of their sessions in February 2 children were offered swimming scholarships, one of whom is in receipt of PP funding.

Spring 2020 – Year 2 children have just started swimming lessons. £20 was spent on purchasing children swimming hats, as requested by parents.

Clubs:

Last academic year (2018-2019) 82% of Pupil Premium children accessed an extra-curricular club, compared to 81% of non-Pupil Premium children.

Autumn 2019:

KS1 PP attending clubs = 63%

KS1 NON PP attending clubs = 58%

KS2 PP attending clubs = 68%

KS2 NON PP attending clubs = 65%

Total (1-6)

PP attending clubs = 66%

NON PP attending clubs = 63%

Spring 2:

KS1 PP attending clubs = 77%

KS1 NON PP attending clubs = 66%

KS2 PP attending clubs = 77%

KS2 NON PP attending clubs = 76%

Total (1-6)

PP attending clubs = 77%

NON PP attending clubs = 73%

There has been a rise of both KS1 and KS2 PP children partaking in clubs offered at THS. PP children are still attending more clubs than non-PP.

Next year, this provision will continue. However, more funding will be given to this barrier. Due to Covid '19 we feel that parents will require more support in giving their children this provision.

Plus, we shall also add in additional funds for every PP child to receive a full PE kit.

<p align="center">Barrier 4</p> <p align="center">Pupils eligible for PP suffer from <i>low self-esteem</i>; they lack motivation and aspiration and this affects their attitude to learning.</p> <p 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>	<ul style="list-style-type: none"> WELTA support offered daily in the Acron 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' available to lunchtime support to those who require a smaller setting at lunchtime. 	<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</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</p> <p>JL</p>	<p>£74,612</p>

		intervening to change parents' aspirations will raise their children's aspirations and achievement over the longer term.			
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Impact Statement:

Last academic era, our School Therapist has worked with various children, of which 23 were eligible for Pupil Premium. This has had a positive impact on children's confidence, self-esteem and emotional well-being which we hope, with further interventions next year, will lead to accelerated progress and higher attainment. See individual case studies.

Autumn 2019 –

44 therapy clients are PP (73%)
16 therapy clients are not (27%)

5 Aviary are PP (63%)
3 are not (37%)

There is no discernible difference in the focus or main areas of work with PP children and those who are not. The common themes run throughout the pupils in our school.

PAFT families - 24 families that we offer extra support to one way or another that are PP. This being actually PAFT sessions to things as simple as parents coming in for help with school placements, application forms and parenting course forms etc.

This has supported families in implementing boundaries and routines, supporting challenging behaviour and how to support their child with internet safety and protect them against grooming.

Some of these families we just support emotionally, giving them the opportunity to come in and talk through their problems, relationships, money or even own addictions.

Spring 2020 –

•*Play therapist: 69 % are PP (49 out of 71) This has reduced since Autumn term, due to more clients being taken on who are not entitled to PP funding. The number of PP children being seen remains the same at present.*

•*Aviary support is offered to those who require self-regulation at lunchtimes. 70% of the cohort are entitled to PP funding (9 out of 13 children.) This % has increased since Autumn Term.*

76 children, who are entitled to PP funding, are supported by PAFT, Pastoral support, Nurture groups, therapy or have access to the aviary. This is 58% of the pupil premium cohort.

Overall, Barrier 4 has the most impact on our disadvantaged families at Thomas Hickman School. Many of our PP children and families have access to this provision.

During Covid '19, our pastoral team continued to support these families through telephone conversations, house checks (social distancing applying) and the provision of Care Club.

This provision will continue in the academic year 2020 – 21.

<p style="text-align: center;">Barrier 5 Catering for the needs of Pupil Premium children who are <i>also SEN</i></p> <p style="text-align: center;">PUPIL PREMIUM PUPILS WITH SEN (SENTA) – Interventions</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>To narrow the gap in progress and attainment of PP children that have additional SEN needs.</p> <p>To give all pupils the opportunity to have additional support if they have not fully understood the learning that has taken place.</p>	<ul style="list-style-type: none"> • SENTA to work with selected classes. • Timetabled support for those who require it. • All children to take spelling and reading age assessments. • SENTA to collate all intervention information. • CT's to discuss those who require additional support in data meetings. • SENCO to oversee Reading and Spelling ages in year 1 to 6. Highlight those who 	<p>The EDF has found that there is an extensive evidence base on the impact of oral language interventions, including a substantial number of meta-analyses and systematic reviews. The evidence is relatively consistent, suggesting that oral language interventions can be successful in a variety of environments. Although the majority of the evidence relates to younger children, there is also clear evidence that older learners, and particularly</p>	<p>Data Narratives will show that disadvantaged children, who have SEN, will have made accelerated progress.</p>	<p>SENCo</p> <p>SENTA</p> <p>Class teachers to identify support required</p>	<p>£12,886</p>

	need individualised targeting.	disadvantaged pupils, can benefit.			
Impact Statement: Due to staffing, our SENTA was attached mainly to one class throughout the year. Moving forward, we will not use PP funding to support the SENTA role.					

<u>Barrier 6</u>					
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. 	<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. 	AHT CT	
Impact: Parents evening Autumn 1: With the removal of one family, THS had a 92% turn out from disadvantaged families at parents evening. 121/132 children had their progressed discussed. Efforts were made to contact those who did not attend, but to no avail at this point. These families will be targeted for discussion during Spring term.					

Spring 2: 92% of disadvantaged families attended parents evening. 11 PP children did not attend.

Next academic year, to support parental engagement further we shall allocate funding for our office staff to attend parent consultation nights. They can then use some of this time to contact families who did not attend. We shall also have the Pastoral Team present as many families feel that they can communicate with our pastoral team.

Total budgeted cost from Pupil Premium budget	£178,265.72
Total estimated remaining from Pupil Premium budget	£1854.28