

PUPIL PREMIUM EXPENDITURE 2018-19

Overview

This money is sent to schools based on the numbers of pupils who are eligible for Free School Meals. It includes pupils who have been eligible for free meals within the last 6 years.

This money is allocated to initiatives to support pupils to reach their potential both academically and socially.

Mission for all children

“Learning is great because we learn from mistakes and come across confusing things but understanding that climbing out of the pit is extraordinary because you have the feeling you are brilliant and can do everything.” (Year 5 pupil 2018)

- ♣ How do we get every child, even the most vulnerable, to have this level of confidence and self-worth?

Understanding

- ♣ Every member of staff has to take time to understand the ‘entrance’ level of each family and the child
- ♣ We must unpick what is in the invisible back pack which prevents the child from going beyond the need to feel safe, secure, fed and watered to becoming socially and academically successful
- ♣ What is the social story of that family at that point in time?
- ♣ Every member of staff has to be truly empathetic / non-judgemental
- ♣ Every member of staff has to understand that we have a no excuses culture for every child. Understanding and excuses for unacceptable behaviour (learning/social behaviour) are different. We must all have high expectations of every child
- ♣ Teachers must invest time in getting to know the family and the child
- ♣ School will invest in training to support and develop staff understanding enabling children to go as far as they can.

Support

- ♣ **Learning zone structure enables:**
- ♣ These children to develop strong oracy skills. Many come in with very limited language development (200,000 words known on entry to reception vs 40,000 words known by disadvantaged pupils on average nationally)
- ♣ Ability to form trustworthy and secure relationships with a range of adults who fully understand their needs
- ♣ Children to practise the essential skills they need to thrive in society. They have opportunities to take risks to challenge themselves, to develop resilience, to work with a range of children and adults to form successful working and social relationships
- ♣ Children to understand and live the idea that mistakes can be learned from. They are not the end of the world
- ♣ ALL adults to openly model how to relate, to behave, to be
- ♣ Groups small enough to monitor the active engagement of all pupils and to identify and work on academic, social and emotional issues as they arise
- ♣ Giving children the responsibility to manage their own resources
- ♣ Teams to develop a sense of belonging in bases and phases, key stage, house and school. All of which builds a sense of worth
- ♣ Children to develop self-regulation skills; to understand how to regulate their own behaviour, the triggers that result in emotional responses; how to regulate their learning

behaviour to understand about doing the best FOR ONESELF and striving to complete tasks to a high standard.

♣ **Provision for inclusion**

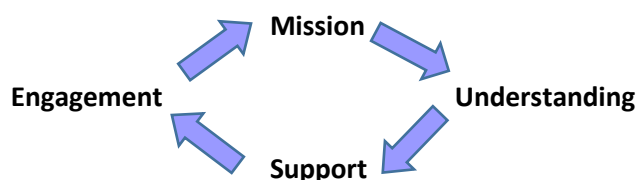
- ♣ Inclusion worker supports identified pupils to enable them to unpack the invisible back pack
- ♣ Lunch time allotment work with TA – gives vulnerable pupils opportunities to have shared time with trusted adult/small group of pupils
- ♣ Strong links with the local family worker
- ♣ Range of individual support strategies to ensure these pupils are included (Discount on visits, residentials, clubs, free first sweatshirt, music lessons, support specific to individual need)
- ♣ Formal inclusion programme run by trained TAs (social skills), ensuring that those most needy children are included in these programmes
- ♣ Working with partner organisations (e.g. St Neots Academy) to include children in clubs and initiatives to develop skills of leadership, self-worth and responsibility.

♣ **Additional academic support**

- ♣ Ensuring that EVERY PP/GRT/LAC child is academically challenged to make accelerated progress (due to home circumstances, these children often need to make more than good progress to give them the best possible, sustainable start). This may involve giving additional, targeted support to further challenge where needed.

Engagement

- ♣ To develop understanding of self-reliance, self-challenge, self-belief and a feeling of being valued and belonging. This is the ultimate aim and expression of true engagement which we want for all children but these children may need additional steps in place to support this. It all goes back to understanding and support.



Impact on learning in 2017-18:

Numbers of pupils in receipt of pupil premium are relatively small but increasing through the school. There are 34 in total. Our aim is to ensure these, as well as all other pupils, are supported to make progress in their learning and are proud of their achievements.

We aim for progress in learning and attitudes which are visible for every child including the pupils who do not reach age related expectations.

- In year 6, 75% of all pupils in receipt of Pupil Premium funding reached ARE both in test and TA assessments. 25% achieved greater depth in reading.
- The trajectory for current year 6 pupils is positive.

School Allocation

For the financial year 2018-19, Hemingford Grey School's Pupil Premium allocation is £44,100. Progress of all pupils is formally evaluated each term.

This money is being used towards helping provide the following support for pupils:

PLANNED SPEND	AIM
Inclusion worker £4855 towards cost	To support pupils with social and emotional barriers to learning as well as their families.
Lunch time teaching assistant £1,500 towards cost	Working in the outside gardening area to support pupils in nurturing capacity when needed.
35 additional teaching assistant hours across Learning Zones £21,799	To enhance adult to pupil ratio in the zones in order to enable teachers to teach the basic skills in smaller groups, tailoring the learning to the needs of the children. Additional adults will also support language and communication development as well as providing additional, targeted support in the basic skills.
Cost towards additional TA hours in FS to support disadvantaged pupils £1,134	To enhance adult to pupil ratios to enable staff to work with smaller groups of children and support the needs of disadvantaged children, particularly in relation to language and communication needs.
15 additional teaching assistant hours in KS1 to support behavioural/emotional issues £9,344	To support pupils with significant behavioural issues to enable them to fully access the breadth of provision in class and in the Learning Zone and to give them strategies to manage their feelings and emotions.
Contribution towards extra-curricular activities £2000	Reduction in payments to enable all pupils to access a range of opportunities, including school trips, residential visits, after school clubs and access to instrumental lessons.
Staff training £2000	Teacher and support staff training to support pupils in maths and writing, particularly when identifying next small steps in learning and developing concrete understanding of the number system. To develop adult skills to enable them to effectively support pupils academically, socially and emotionally.
PE support (in addition to the PE premium) £1,100	Enable pupils to develop skills sets and gain confidence by having small adult to pupil ratio in PE lessons. Support the school to sign post talented pupils to clubs
Hardship fund £500	Supporting children in families of significant hardship (breakfast uniform etc.)
Breakfast hours £1868	Support children who need to have breakfast
Total £44,100	