

What is Pupil Premium?

The Pupil Premium is additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement.

These include pupils who are entitled to free school meals (FSM), those looked after by the local authority and those now adopted but formerly looked after.

Since 2012, funding has been extended to include pupils who have been eligible for free school meals at any time within the last 6 years. Nationally, statistics have shown that students who are in receipt of FSM do less well than their peers in external exams.

The aim of this money is to try to close that attainment gap. All schools are required to publish, on their websites, what funding they have received and how the money is being spent.

Pupil Premium funding comes directly into school. It is based on the number of children registered as eligible for Free School Meals (FSM) at the moment and in the past six years, together with the number of pupils who are either currently 'looked after' or formerly 'looked after' and now adopted. It is not in any way assumed that all children eligible for the Pupil Premium are low-attaining or making poor progress. We consider how best to support the learning and access to all aspects of education for all categories of children, including those that are higher attaining in addition to those who have barriers to learning.

Potential barriers faced by eligible children Eligible pupils may face some of the following challenges:

- Barriers to learning in one or more curriculum area which may or may not result from a Special Educational Need
- Lack of self-confidence or self-esteem in learning
- Social and emotional difficulties
- Difficulties with making friends and establishing secure relationships with adults
- A lack of resources to engage fully with the wider life of the school, including extra-curricular clubs, educational visits, instrumental tuition etc.
- Families may need support for a number of different reasons some of which may affect their capacity to support children's learning at home

How We Measure Impact

- We assess the impact of our interventions in the following ways:
- Progress in learning measured against EYFS or National Curriculum developmental or age-related milestones;
- Progress in specifically targeted areas such as reading, spelling and numeracy using standardised assessments;
- Progress in phonics and spelling against age related expectations;
- Progress with social and emotional interventions measured through case studies of children.

Newlyn School Pupil Premium funding 2018-9

Number of pupils on roll	151
Number of pupils eligible for Pupil Premium (PPG)	48
Pupil Premium funding for 2018-9	£82,896
Date for review	October 2019

Funding Priorities

1.	Learning and the curriculum
2.	Social and emotional support
3.	Parents and families/enrichment within and beyond the curriculum

Learning and the curriculum:

- Providing high quality teaching
- Providing a range of proven teacher and TA led interventions
- Small classes with a high ratio of adult to child support
- Specialist support for children

Social and emotional support:

- Trauma Informed School support
- New PSHE curriculum to support social skills, resilience and friendships
- Play leader to support play in the playground
- An investment in different types of play equipment to encourage positive play

Enrichment within and beyond the curriculum:

- Enriched curriculum opportunities- subsidised trips
- Musical opportunities

Parents and Families:

- Parents invited into school for events and workshops
- Improving attendance and punctuality
- Parental support financially

Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils To be reviewed October 2019
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Learning and the curriculum

To ensure pupil premium children make good to outstanding progress in all core subjects	<p>To provide 1:1 and small group interventions for Pupil Premium children to ensure learning is accelerated in Literacy and Mathematics across EYFS and KS1. To provide extra interventions in Foundation £15,000</p> <p>To provide additional, focused and targeted Speech and Language support for identified PP children in KS1 who are below age related expectations. £3,000</p> <p>To provide targeted reading and maths support for PP children in Y5 and 6</p>	
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	<p>£15,000</p> <p>Employment of HLTA to cover teachers to work with pupil premium children on a 1:1 or small group basis</p> <p>£4,000</p>	
Social and emotional support		
For pupil premium children to be supported socially at playtime	<p>Employment of a Play Leader supporting children at lunchtimes</p> <p>£3,600</p>	
For pupil premium children to have support with playground games and rhymes, ensuring appropriate play	<p>Use of Little Bird Music to teach children how to use games and rhymes in the playground and to support once a week</p> <p>£1080</p>	
To introduce a new PSHE curriculum to support social skills, resilience and friendships	<p>JIGSAW bought in and all staff trained how to use it.</p> <p>£3,000</p>	
An investment in different types of play equipment to encourage positive play	<p>Dressing up outfits bought for KS1.</p> <p>Y6 equipment bought, chosen by pupil premium children who take responsibility for it.</p> <p>£475</p>	
Trauma Informed School support	<p>Children can access support through small group or 1:1 TIS (formally known as Thrive). Sessions are run over 4 afternoons with 33 children accessing them, many of whom are pupil premium.</p> <p>£6,000</p> <p>TIS room painted and refurbished to ensure the area is a comfortable space for all children who need it</p> <p>£4,000</p>	

Lunchtime support	To provide a Library Club. To help those children who sometimes find playtimes difficult. Teachers direct the children they feel will benefit from this club. £750	
Enrichment within and beyond the curriculum/ parents and families		
To improve punctuality and attendance for pupil premium children	A breakfast club provided where pupil premium children can have breakfast provided for them. £3560	
Parental support	To provide support and advice for vulnerable children and their families. Teacher available 1 day a week. £6,600	
Parental financial support	All families to receive a set amount of money a year they can use to fund uniform and trips. £7,500	
Music enrichment	To provide musical opportunities for individual or group lessons for children who are showing commitment to learning to play an instrument. Targeted at PP pupils who are FSM 6. Includes hire of instruments. £5,500	
Forest Schools	Pupil premium children given the opportunity to take part in forest school with a trained TA £3,000	

Newlyn School Pupil Premium funding 2017-8 Review		
	Number of pupils on roll	164
	Number of pupils eligible for Pupil Premium (PPG)	62
	Pupil Premium funding for 2017-8	£81840
Projected spend 2017-8	Pupil Premium expenditure Key Priorities	
	<p>Pupil premium money is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. We do this in the following ways:</p>	
£3560	<ul style="list-style-type: none"> To provide a Breakfast Club: an opportunity for pupils to eat breakfast in school (Free to pupil premium children). A social start to the day, speaking and listening opportunities with key members of staff and with their peers. A chance for parents to chat and discuss support networks accessible through school. 	
£8000	<ul style="list-style-type: none"> To provide support and advice for vulnerable children and their families. To work with school staff and outside agencies to ensure, where possible, that families do not reach crisis point and when they do to work with them so that the children are continually supported ready to learn in school. The school currently has 53 children about whom there are varying degrees of safeguarding concerns. 	
£28040	<ul style="list-style-type: none"> To support our most vulnerable children 1:1 TIS (Trauma Informed Schools - formerly known as Thrive) work is focused on them and our Pupil Premium children (there is a significant overlap here). These children have 30 minutes of TIS weekly. TIS practice is now going out into classes and teachers/TAs are having whole school TIS training. Being non classed based also gives the teacher time to talk to parents and staff about the TIS action plans and enables her to be reactive when children present with problems. 	
£600	<ul style="list-style-type: none"> Teaching support staff dealing with children with complex needs. TIS supervision have been booked for this school year with our Educational Psychologist. 	
£750	<ul style="list-style-type: none"> Additional TIS training to expand our capacity for dealing with children with social and emotional needs. 	
£4750	<ul style="list-style-type: none"> To provide additional, focused and targeted Speech and Language support for identified PP children in KS1 who are below age related expectations. To provide targeted literacy support for PP children in Y5 and 6 To provide support with dyslexia across the school. 	
£12400	<ul style="list-style-type: none"> To provide specialist TA support to enable groups for RWI to be small (between 4 and 12 pupils) to enable targeted support for PP children to accelerate developing phonics skills, reading and writing skills. 	
£15150	<ul style="list-style-type: none"> To provide 1:1 interventions for Pupil Premium children to ensure learning is accelerated in Literacy (including Speech and Language) and Mathematics across KS1 and KS2. To provide extra sensory interventions in Foundation class and Y1. 	
£4500	<ul style="list-style-type: none"> To support our PP children who also have SEND needs with additional days bought in from Emily Jane our Educational Psychologist. 	

£660	<ul style="list-style-type: none"> To provide a Library Club: a quiet time for children to come in and browse in the library, share stories and develop a love of books. To help those children who sometimes find playtimes difficult. Children love coming - it helps more vulnerable children as they have adult support. It provides a time to talk with peers and an adult in a comfortable environment. Teachers direct the children they feel will benefit from this club. 	
£1000	<ul style="list-style-type: none"> To provide Music Scholarships: individual or group lessons for children who are showing commitment to learning to play an instrument. Targeted at PP pupils who are FSM 6 and ineligible for Music Hub funding. To support transition with a local secondary school. 	
£2000	<ul style="list-style-type: none"> To enrich further the curriculum. To provide musical instruments to the pupils free of charge. To provide support, where needed, for visits and residential trips. 	
£475	<ul style="list-style-type: none"> Employ specialist data analysts to enable the senior leaders and staff in the school to analyze and evaluate the impact of interventions as well as closely monitor the progress of pupil premium children. 	
	Impact on progress and attainment of eligible pupils	Lessons learned
	<ul style="list-style-type: none"> In EYFS more pupil premium children achieved a GLD than non-pupil premium children More pupil premium children passed the Y1 phonics test than non-pupil premium children. In Y1 more pupil premium children were working at the expected level or above than non-pupil premium children. In KS1 pupil premium achievement was in-line with non-pupil premium in maths and just below in reading and writing. Internal tracking provided by specialist data analyst shows that pupil premium children have made more progress in writing and reading than non-pupil premium In KS2 pupil premium achievement was in-line with non-pupil premium children in reading In KS2 pupil premium achievement is 1 child less than non-pupil premium. In KS2 the average progress for pupil premium children is below the average progress for non-pupil premium children. 	<p>Extra adult support in EYFS has had a positive impact</p> <p>Specialist TA support and 1:1 support has had a positive impact on reading.</p> <p>TIS has helped remove some barriers to learning Specialist TA support and 1:1 support has had a positive impact</p> <p>Specialist TA support, 1:1 support and Library Club has had a positive impact on reading.</p> <p>Further develop the use of TA support in KS2 offering small group and 1:1 targeted support</p> <p>Identified barriers to learning include social difficulties in the playground which impact directly on behaviour for learning</p>

	<ul style="list-style-type: none"> • Pupil premium children are accessing the Breakfast Club • All pupil premium children in KS2 who have expressed an interest had 1:1 music lessons • All pupil premium children in upper KS2 have attended trips 	Parents and children are positive about this and believe it helps with punctuality and attendance
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