The Pupil Premium is an amount of money (additional to main school funding) the government allocates to each school, to support all pupils to reach their potential.

It is particularly aimed at pupils from disadvantaged backgrounds. Schools receive funding based on pupils who are eligible for Free School Meals or who have been eligible at any point in the last 6 years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. It is aimed at closing the gap in attainment that exists between disadvantaged pupils and their peers.

Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families. School are required to report this information.

The barriers that Welsh House Farm Community School faces are:

- Low starting points for pupils in key areas such as Language and Communication;
- Lack of wider experiences for pupils to use as a scaffold to learning in all areas of the curriculum;
- Newly arrived families in the UK, some with limited understanding of the education system;
- High number of English as additional language (EAL) families and families where English is the second language spoken in the home;
- Issues around Attendance and Punctuality acting as a barrier to learning, with difficulties engaging hard to reach families and ensuring regular attendance;
- Difficulties in families promoting a healthy lifestyle through diet and exercise due to financial restraints.
**How we will spend Pupil Premium Funding to overcome these barriers.**

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total: £205,551</strong> (includes estimated £71,095 from 2018/19 allocation)</td>
<td></td>
</tr>
<tr>
<td>Intervention staff across all year groups (Phonics/Reading/Memory)</td>
<td>£77,619</td>
</tr>
<tr>
<td>Full time Family Worker (Parental Engagement)</td>
<td>£22,872</td>
</tr>
<tr>
<td>EAL Intervention (Oral Languages intervention)</td>
<td>£8,797</td>
</tr>
<tr>
<td>CPD for all staff (attachment, behaviour, circle time)</td>
<td>£12,000</td>
</tr>
<tr>
<td>Enhancing the curriculum through:</td>
<td>£30,903</td>
</tr>
<tr>
<td>The provision of a wide range of extra-curricular activities including</td>
<td></td>
</tr>
<tr>
<td>creative clubs and music tuition in drums and guitar.</td>
<td></td>
</tr>
<tr>
<td>A wide range of Educational Visits including a residential experience for</td>
<td></td>
</tr>
<tr>
<td>Y6 children.</td>
<td></td>
</tr>
<tr>
<td>Workshops delivered in school by external organisations and individuals.</td>
<td></td>
</tr>
<tr>
<td>Summer school activities.</td>
<td></td>
</tr>
<tr>
<td>Participation in both competitive sporting and academic events</td>
<td></td>
</tr>
<tr>
<td>Provision of experienced Mentor working with children on a regular basis</td>
<td>10,260</td>
</tr>
<tr>
<td>(Social and emotional learning, Sports mentoring)</td>
<td></td>
</tr>
<tr>
<td>Speech and Language Therapist (Oral languages Interventions)</td>
<td>11,232</td>
</tr>
<tr>
<td>Expenditure anticipated during the course of the academic year to further</td>
<td>31,868</td>
</tr>
<tr>
<td>support closing the gap in attainment between disadvantaged pupils and their peers.</td>
<td></td>
</tr>
<tr>
<td>Examples: Resources,</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL EXPENDITURE</strong></td>
<td>£ 205,551</td>
</tr>
</tbody>
</table>
**Reason for choosing approaches outlined above to overcome these barriers.**

Having carried out case studies in our setting, we have identified key approaches that would support PP pupils reaching their true potential.

We use this in conjunction with the Education Endowment Foundation Teaching and Learning Toolkit to choose are approaches carefully to ensure maximum impact for our PP pupils. The EEF is an independent resource which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit is an accessible summary of educational research. It currently covers 21 topics, each summarised in terms of their potential impact on attainment, the strength of the evidence supporting them, their cost, and their applicability.

**EEF Approaches Considered to be appropriate for our pupils.**

Feedback high impact for low cost
Reading comprehension strategies/interventions high impact for low cost
Oral languages Interventions high impact for low cost
Phonics intervention moderate impact for very low cost
Outdoor Adventure learning - moderate impact for moderate cost
Parental engagement – moderate impact for moderate cost
Behaviour Intervention moderate impact for moderate cost
Social and emotional learning – moderate impact for moderate cost
One to one tuition – moderate impact for high cost
Sports participation – low impact for moderate cost
Summer Schools – low impact for moderate cost

**Measuring Pupil Premium Spend.**

Will we measure the impact of Pupil Premium throughout the year and finalise it in an ‘end of year’ IMPACT REPORT. It will be closely linked to the proportion of Pupil premium Pupils reaching age related expectations and/or making progress in core areas such as Reading, Writing, Maths and Communication (EYFS). We will also measure the impact of Pupil Premium Spend on PP Pupil attendance, parental engagement and pupil participation numbers in OOHL learning.
Foundation Stage
Speech & Language Therapist – focus in Foundation Stage and individual pupils.
We pay for the services of a Speech & Language therapist; she works with pupils, permanent Speech and Language staff and parents. This helps us to address needs around communication, speech and language from early on in a child’s school career.

Developing children’s language from the earliest possible moment is the most significant of all interventions in narrowing the attainment gap in Reading, Writing and Mathematics.

Research shows that Pupil Premium children frequently enter school with lower levels of speech and language. This speech therapist works with staff to enable early identification, effective intervention and rapid progress.

65% OF YR pupils were eligible for PP funding. PP children outperformed non-pp pupils in communication, speech and language by 3%. With 85% of PP pupils reaching at least communication and language (which is broadly above the national figure of 82%).

Key Stage One (Interventions – including Phonics/EAL)

Year 1
Phonic Screening
81% of all Y1 pupils passed the phonics check in 17/18. 80% of PP children reached the expected standard. 81% of EAL pupils also reached the expected standard which is line with national (2017) for all pupils.

Year 2
Phonic retake
90% of all Y2 pupils passed the phonics check by the end of Y2 compared to 80% in 16/17. 96% of PP children reached the expected standard. 92% of EAL pupils also reached the expected standard which is above national (2017).

Year 2
96% of PP children were working with the TA framework for maths, reading and writing by the end of the year. With 67% of PP children reaching age related expectations in Reading, 58% of PP children reaching age related expectations in maths and 54% in writing. 8% of PP children were working at greater depth by the end of the year. This was broadly in line with the % of PP achieving age related expectations in Birmingham Local Authority (2018).
Key Stage Two (interventions/1:1 tuition)
82% of Year 6 pupils were eligible for pupil premium funding in the 2017/18 academic year. Teacher Assessment shows that 92% of PP pupils made expected progress in reading, 83% in Writing and 92% in maths. With a high proportion making accelerated progress. Teacher assessment also shows that 65% of Pupil Premium Pupils reached age related expectations in reading, writing and maths combined by the end of the year which is in line with national (2017) for ALL pupils.

Senior Family Worker (SFW)
(including working with NHS traded services/Reach Mentor/Breakfast Club)
A significant barrier to learning for many of our disadvantaged pupils is caused by social and emotional needs and so the work of our Family Support Officer in supporting families; promoting good attendance and leading the Pastoral team in providing emotional support and therapy is crucial to ensure our disadvantaged pupils are able to attend school every day and thrive in their learning and social development.

SFW - Breakfast Club
The 2013 School Food Plan recommended that schools with relatively more disadvantaged pupils should establish breakfast clubs to help address the problem of pupil hunger. Their results indicate Breakfast club can also boost attainment, improve the classroom learning environment and reduce absences in disadvantaged schools – and all at relatively low cost per pupil. It enhances pupils’ experience of school, and ultimately their educational attainment. 89% of pupils who attended breakfast were eligible for Pupil Premium funding. They attended Club regularly and received a healthy breakfast. The Breakfast Club Provision also helped improved attendance and punctuality for pupils in this vulnerable group.

SFW- Attendance
Effective Strategies to improve attendance have been implemented. The SFW has worked with families alongside the attendance team.

Nationally the attendance percentage of children who are eligible for the pupil premium is 92.1% (2016 -2017). We are above national and PP pupil/non PP pupils are on par with one another (no significant gap).

<table>
<thead>
<tr>
<th></th>
<th>Pupils in group</th>
<th>Attendances</th>
<th>Authorised Absences</th>
<th>Unauthorised Absences</th>
<th>Late Before</th>
<th>Late After</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil Premium</td>
<td>136</td>
<td>94.07</td>
<td>3.61</td>
<td>2.32</td>
<td>2.03</td>
<td>0.30</td>
</tr>
<tr>
<td>Not Pupil Premium</td>
<td>141</td>
<td>91.51</td>
<td>5.46</td>
<td>2.97</td>
<td>1.95</td>
<td>0.16</td>
</tr>
</tbody>
</table>

Within the group of children across the school who met the threshold for persistent absence, 70% of them were in receipt of pupil premium. The majority of these children also had involvement from external agencies (e.g. children’s services).
Persistent absentees is recognised as any child with attendance at 90% or less. School PA is 2.68%. National it is 8%

**Music Tuition**
PP funding has been used to establish drumming and guitar tuition after school for selected PP pupils. We have used the tuition to improve pupils’ confidence, resilience and perseverance. All pupils have attended regularly. They have maintained a ‘good’ learning attitude, improved in confidence and have developed well with their instrument of choice. Pupil Voice indicates that this provision helps develop concentration and perseverance – two qualities that are used to their full effect in the classroom.

**Clubs and Additional Sports provision**
Please refer to Sports Grant document 2017/18

**Educational Visits**
Ofsted’s 2008 report ‘How far should you go?’ concludes that well-planned out-of-classroom activities, which include trips, not only enhance pupils’ learning, but can also re-engage those who are hard to motivate. The above Ofsted report concluded that learning outside the classroom contributed significantly to raising standards and improving pupils’ personal, social and emotional development. In addition, there are a great number of research papers and evidence which highlight the benefits of taking students on trips.

School trips are an important part of the wider family of outdoor learning opportunities, all of which provide beneficial outcomes to children with a wide range of abilities and issues.

Pupil Premium supported a wide range of high quality trips and visitors. This strategy has over the last few years made significant contribution to raising standards.

Book evidence and pupil voice confirms this approach to bridge the gap is effective. It does enable pupils to have strong knowledge and understanding of the world to use as a foundation for learning.