

Pupil Premium Spending Review 2019/20

Number of pupils on roll	886
Number of pupils eligible for PPG funding (including Children Looked After)	391
Amount of PPG received	£1320 (£1900 for CLA)
Projected amount of PPG funding	£516, 210

Main barriers to learning

- Pupils well-being and emotional health are being impacted negatively by the housing and financial difficulties of families.
- Numerous household moves mean that pupils often have long distances to travel to school. Due to the temporary nature of housing parents are often reluctant to move school as well. Long journeys to school impact on pupil punctuality and attendance.
- Financial constraints can mean that sometimes parents cannot afford to bring their children to school as they cannot afford to travel on public transport which impacts on pupil attendance.
- Many disadvantaged pupils come from families with limited or no experience of higher education and therefore aspiration can be low.
- Overcrowding at home due to the lack of affordable housing impacts on pupils' ability to complete home learning, and to get a good night's sleep.
- Financial constraints prevent families from engaging in family outings and activities that spark imagination and develop language.
- Parents' mental health can have a significant impact on children's emotional well-being.

Objectives of spend

- To narrow the gap in attainment of pupils entitled to the pupil premium grant.
- To provide a range of therapeutic and family interventions that impact positively on the well-being and emotional health of disadvantaged pupils.

- To employ a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils.
- To employ mentoring and individual interventions that impact positively on the engagement of disadvantaged pupils.

To employ year group leaders to secure, at least good teaching and improved outcomes for disadvantaged pupils.

Strategy / Intervention	Desired outcomes and success criteria	Impact
Year group leaders take lead responsibility for the progress of PP pupils within their year groups.	Well trained and skilful leaders, at all levels, who can identify and closely track disadvantaged pupils. Ensure that disadvantaged pupils are receiving quality first teaching and that attainment gap at ARE and above are closed.	All leaders had individual training and support. Progress review meetings happened to look at gaps in learning and interventions had begun before the COVID 19 closure.
Secure good or better teaching in all year groups	Curriculum to provide stimulating and rich learning experiences. Develop communication and language skills. Ensure SALT resources are effectively deployed. Strengthen links with parents to raise aspiration and to support learning.	Before the COVID closure the school had begun to adopt key elements of the Inspire Trust

	<p>Daily reading to an adult</p> <p>Promote a range of texts and vocab to develop language</p> <p>Strengthen reading and phonics provision.</p> <p>Regular moderation of learning across both sites to ensure consistency of provision.</p>	<p>There was significant staff turnover during the academic year which resulted in not all teaching being consistently good.</p>
<p>Effective use of small group interventions to meet the specific needs</p>	<p>Small group teaching and interventions have a positive impact on attainment and progress of disadvantaged pupils. Disadvantaged pupils make accelerated progress.</p> <p>Attainment gap closes with non -disadvantaged peers. Support staff will have the relevant skills to provide therapeutic and academic interventions which will have a positive impact on pupil emotional well-being and academic success.</p>	<p>TAs received training on phonics, speech and language, behaviour management and supporting children with specific needs.</p>
<p>Provide pupils with high quality reading materials to raise engagement with reading and reading outcomes.</p>	<p>Purchase of high quality resources enables interventions and enrichment activities to run successfully. This includes an investment in a banded reading book scheme.</p>	<p>The school purchased a reading scheme which ensured that each pupil was able to take a book home each week. Monitoring of reading records showed that more pupils were reading regularly.</p>
<p>Aspire Class, nurture and learning behaviour support.</p>	<p>Pupils who find the mainstream classroom difficult to manage will have access to Aspire Class. Pupils accessing Aspire Class will have positive experience of school and will develop positive learning behaviours.</p>	<p>The strategy to provide a nurture environment did not have a great enough impact on academic outcomes. The support has helped some children settle into class but has not closed attainment gaps - in 2020/21 the focus will be on quality first teaching</p>

To provide a range of therapeutic and family interventions that impact positively on the well-being and emotional health of disadvantaged pupils.		Impact
Strategy / Intervention	Desired outcomes and success criteria	
Family support	<p>Families identified receive support from the inclusion team to address barriers to pupil ability to access learning. Inclusion team supports families to access support from outside agencies. Pupils of targeted families make expected or progress.</p> <p>Attendance of disadvantaged pupils to be at least 95.8% on both sites. Attendance at Canterbury hub will have been closely monitored.</p>	Attendance and persistence absence gaps for vulnerable pupils narrowed due to carefully targeted interventions and pre-emptive approach.

To employ mental health and individual interventions that impact positively on the engagement of disadvantaged pupils.		
Strategy / Intervention	Desired outcomes and success criteria	Review
Therapeutic interventions / Place2Be	<p>Individual pupils targeted for drawing and talking, nurture group, mentoring or social skills group to address emotional difficulties. Pupils targeted are able to manage their emotional difficulties within a mainstream environment. Pupils are able to engage successfully with learning and make progress.</p> <p>The number of fixed term exclusions reduced</p>	Work was done with pupils on speech and language interventions. During lockdown calls were made to vulnerable pupils on a weekly basis.
Mentoring - Behaviour mentor and	Reduction in fixed term exclusions, improved attendance and attainment.	The proportion of fixed term and permanent exclusions reduced.

<p>sports coaches are working with pupils that are at risk of exclusion and / or are not accessing the curriculum due to poor attitudes to learning.</p>		<p>Both sites have some pupils with significant behaviour needs which are beginning to be addressed through targeted support from the inclusion team and behaviour support.</p>
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Strategy / Intervention	Desired outcomes and success criteria	Review
<p>After school and holiday clubs</p>	<p>Pupils enjoy a range of enrichment and learning activities which impact positively on their engagement with learning and attendance.</p>	<p>Some enrichment activities were provided but the Covid lockdown prevented many of the clubs and holiday provision.</p>
<p>Financial support for disadvantaged pupils to address individual needs</p>	<p>Financial support for disadvantaged pupils allocated to address a range of different needs. Previous allocations have been included funding of trips, clubs provided by outside providers, activities to impact on self-esteem and support with transport during times of family crisis.</p>	<p>Pupils had access to uniform and additional support. None were prevented from participating in trips and visits.</p>