

Pupil Premium Expenditure 2020 and 21

Woolmore received **£310, 695** additional Pupil Premium (PP) funding for disadvantaged pupils.

DfE definition of 'disadvantaged pupils'

In its statistical first release (SFR) giving revised information on the 2015 National Curriculum assessment at Key Stage (KS2), the Department for Education (DfE) provides a definition of 'disadvantaged pupils':

- Those who were known to be eligible for free school meals (FSM) in any of the previous six years as indicated in any termly or annual census
- Children looked after by the local authority (LA) for at least one day
- Children who have been adopted from care

In-line with the Education Endowment Foundation (EEF) recommendations and evidence of how best to use pupil premium spending we: use a 'tiered' approach to our pupil premium funding that balances spend across:

- Supporting training and continuous development to improve the quality of all teaching
- Targeting support for disadvantaged pupils through evidence-based interventions
- Supporting whole-school strategies to improve attendance, behaviour and readiness to learn

Our pupil premium funding comprises of £1345 per pupil and we have **232 pupils** who are eligible. This represents **45%** of our school roll – in contrast to the National picture, our pupil premium numbers have not dropped over time. Nursery children are not included in the funding – we have an additional 21/56 children who are entitled to the £302 per pupil early years premium. This money is used to ensure that all children achieve success and to help 'diminish the difference between our disadvantaged children and their non-disadvantaged peers nationally. We also ensure that wider experiences are available to all pupils to help diminish those disadvantaged through home circumstances.

Our recent (June 2019) OFSTED reflected the school's work with disadvantaged pupils by identifying this as an inspection trail:

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“Leaders are clear about the two main barriers to learning that disadvantaged pupils and others face. These are a lack of the necessary vocabulary and limitations in their life experiences to fully access and maximise their learning. Besides ensuring the highest quality of teaching, leaders have focused their efforts on developing a meaningful, relevant and connected curriculum. Each topic is planned to build on prior learning across the school year and also year on year. The development of subject vocabulary is carefully planned for each topic, with care given to the timing of word introduction, development of pupil understanding so they are then able to apply it in their work. Scrutiny of pupils’ writing evidenced how well pupils secure and use broad range of age appropriate vocabulary. As one pupil said to me: ‘Learning in reading helps us with our writing.’

We recognise that our ‘disadvantaged’ children face several barriers which impact on their learning:

- parents’ low level of spoken or written English means that support with homework and models of a high standard of English at home are limited.
- pupils’ SEN: a high proportion of PP pupils also have SEN which require specialist strategies to be in place for them to access learning.
- poor language and communication, social and emotional skills.
- a lack of confidence which affects children’s resilience in trying and sustaining new learning and new experiences.
- poor attendance and punctuality issues.
- complex family situations that prevent children from flourishing and parents from sometimes giving support with learning (these include: parents caring for other dependents, parents’ physical or mental illness, family trauma, families’ financial vulnerabilities).

Leaders provide a broad range of opportunities for pupils to develop their life experiences. Within the curriculum topic learning is enhanced with well-planned visits. For example, a visit to the Globe Theatre to support Year 5 learning of Shakespeare and a trip down the River Thames to bring pupils’ learning about London landmarks to life. Frequent opportunities for everyone to participate in sport, the performing arts, school projects, special events and theatre and museum visits all enrich pupils’ lives on a daily basis. Volunteers and visitors, including those from the local business community, help raise aspirations and broaden the horizons of all pupils. This culturally rich curriculum not only benefits disadvantaged pupils but also ensures that none are left behind in this highly inclusive school.”

We regularly analyse a range of data and feedback to ensure we are diminishing the difference. This includes statutory data such as EYFS, phonics, KS1 and 2 SATs. In addition, we explore question analysis tools, internal data tracking, book monitoring and a range of

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other monitoring tools. We use this information to inform and review our planned pupil premium expenditure. Where there will be no Statutory End of Key Stage Assessments in 2020, we will use in-house assessments instead such as reading ages etc to monitor our children's progress and evaluate the impact of our Pupil Premium work.

Item/Project	Cost	Objectives	Desired outcomes
Reading priority – the more we read, the better we get at EVERYTHING because ‘Reading is Succeeding’			
Purchase of range of high-quality texts to support Key Stage 2's Destination Reader teaching	£6000	Range of high-quality texts for teachers to read aloud to children and work with in reading sessions: developing children's comprehension skills, providing additional links to our curriculum work and continuing to close vocabulary gaps.	Children speak positively and with understanding about a range of high-quality texts they have been exposed to. They transfer some of the vocabulary and concepts learnt within them to their use within conversation and writing across the curriculum.
Silver Birch Library: maintaining and adding stock	£2000	To continue widening the range of books in the library focussing on introducing children to new texts (e.g. TH's annual book award list), renewing stock and extending our non-fiction range.	The range of high quality fiction and non-fiction texts on offer to children continues to increase and children are well-supported in choosing books that match their needs, interests and current reading ability.
Development of Accelerated Reader across KS2	£2000	Children supported in making appropriate reading choices which match their interests and abilities including the purchase of additional stock for the increased number of year ¾ children and their evolving entry points for reading.	
Books as prizes and to form topical, interactive displays across the school to support current learning, whole school priorities and current affairs.	£2000	To increase the number of books children own and have access to at home. To raise the value of books as 'prizes' and to raise the status of important whole school learning focusses through reading.	Children own more books at home – these may be linked to books read in school which they choose to re-read at home to deepen their understanding and retention. Children are exposed to a range of books around high-status topics in our curriculum eg raising awareness of sustainability through our new eco-council.

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Experienced teacher 2 days per week reading conferencing and more able book clubs (y5/6) and librarian work	£11,250 (Proportion of total cost)	Disengaged readers supported with reading conferencing to help develop children's skills, confidence and ability to choose books which they find interesting – extended across 2 days with reading conferencing and librarian support To challenge more able readers and extend the range of books they read and are able to discuss.	Re-engagement of children who have previously disengaged and struggled with reading or children whose reading habits have slipped during our initial covid lockdown. The % of more children working at 'greater depth' by the end of KS2 increases.
Tower Hamlets Library package and Additional half day librarian SLA	£8000 (Proportion of total cost)	Teachers are able to select a range of books and resources which will be delivered, termly, from TH's extensive provision. Our additional librarian supports us with ensuring our library runs smoothly and continues to meet children's evolving needs and interests.	Teachers and children have access to a wide range of books and stimulus to support their curriculum learning. The library remains well-organised and resourced in order to support our 'Reading is Succeeding' work – this includes work to provide a virtual, mobile and roving library.
Attendance: come to school every day, it's the Woolmore Way			
Continued employment of two family services workers within the school to provide targeted intervention work	£50,365 (Proportion of total cost)	Family Services Team (FST) track children's attendance: monitoring those at risk of poor attendance and liaising with families when children's attendance begins to dip off through informal and more formal meetings, signposting to additional services, liaison with teachers and the school's inclusion team. Meetings held with all families considering leave during term time to ask them not to and explain possible consequences for them financially (penalty notice) and their children's education.	Families with poor attendance are quickly identified and supported through a combination of in-house support, Early Help, AWA and CP routes. Families are met with around TTL (term time leave) and are clear about the request for them to wait until the school holidays. TTL is tracked and reported to Governors.
Key attendance data/info shared with parents by school office team, teachers and SLT	£2,000	Half termly attendance letters sent out giving parents clear information on attendance. Attendance % shared with parents in learning review meetings. 100% attendance weeks held half termly with promotion of this across the school and 100% attendance bands.	Parents are clear about their children's attendance % throughout the year.

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½ day AWA SLA	£6,100	<p>AWA picks up families who have not engaged with school attendance and family support workers. Also picking up those families where a fixed penalty notice is to be issued.</p> <p>Attendance data shared regularly with parents to ensure clarity of expectations and support available for those whose attendance is 96% or below.</p>	<p>AWA support raises the seriousness of attendance for those families not engaging with the school and advice offered to the school re: next steps and whether all appropriate actions are being taken. FPN issued for those who take leave during term time or persistent absentees/persistent lates who are not engaging with the school to improve.</p>
Increase of Breakfast club staffing	£20,000	<p>Additional staffing in breakfast club to support the additional no's of children taking up our free breakfast offer and to support conversations with vulnerable children and parents.</p>	<p>A high number of our pupil premium children continue to access a free daily breakfast and the attached play/sport provision. Parents are able to access support in the morning from Family support workers on-site with their needs as they arise.</p>
Continuing Professional Development and focussed teaching priorities:			
<p>Tailored training constructed around school and individual staff priorities (inc TA's)</p> <p>Additional consultant support for reading, phonics, writing, ICT and leadership development</p>	<p>Proportion of CPD/ consultancy support</p> <p>£15,000</p> <p>£10,000</p>	<p>Range of CPD provided to support teachers with meeting the ind/group needs of their disadvantaged pupils. For example:</p> <p>Ann Smalberger early reading and writing training – to help those children who enter school behind close key gaps.</p> <p>Ensuring consistency of language and teaching and learning across EYFS and KS1.</p> <p>Continued Destination Reader training and evaluation. Particularly for new teachers and those working in new year groups.</p> <p>Continued use of consultants to provide teachers with support to plan and deliver a high quality curriculum which all children can access.</p>	<p>Observations, book looks, data analysis and conversations with children indicate that, as a result of effective staff training, gaps are being closed for our pupil premium children.</p> <p>Work with consultants ensures our curriculum matches our children's needs and starting points providing the relevant support and challenge.</p>
Interventions and additional teaching support			

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Focussed close the gap intervention work in basic skills	£85,000 KS1 Early English TA Proportion of AHT salaries (x3) for intervention work 3 full time TA's across KS1/2 carrying out interventions	To target for additional focussed support children build early reading skills, phonics skills, close the gap intervention work (such as HTTA groups) and daily reading practice across each Key Stage. This includes relevant reading interventions for groups of KS2 targeted children including: 1:1 in-school and after-school tuition, 1:1 reading.	Observations, book looks, data analysis and conversations with children indicate that, as a result of effective interventions, gaps are being closed for our pupil premium children.
Easter school provision for year 6 children	£2,500	Easter school for targeted pupil premium children to ensure they don't drop behind in the holidays and continue to close key gaps in the run-up to SATS.	Pupil premium children do not drop-behind in the Easter holidays and continue to close key gaps in the run-up to SATS.
SEN and inclusion support			
Specialist Occupational Health	Proportion of their SLA's/addit. Days £4,100	To set up intensive Occupational Therapy (OT) groups for targeted children: gross and fine motor skills. To review and adapt our newly established sensory space and circuits and provide staff with the continued training.	OT provision in place across the school for targeted children working on gross and fine motor skills. Sensory space established in the treehouse and staff are trained on how best to use it.
Additional EP and EYFS Speech and Language Therapy (SaLT) support	£4,250 (addit EP beyond SLA)	To provide speech and language therapy specifically in the EYFS to diminish the difference in communication and language for the many PP children in our EYFS below the expected standard.	EYFS targeted SALT groups in place and staff additionally trained to run other groups working closely alongside the SALT lead. Disadvantaged families of SEND children are fully supported to access the service they and their children are entitled to.
School Counsellor and TA's delivering ELSA (emotional literacy work)	£30,100	To support emotional literacy, positive behaviour and mental ill-health to ensure children make as much progress as possible.	Identified high-priority children are receiving appropriate counselling to work through complex feelings/experiences or emotional literacy support to help them understand and regulate their feelings.

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Additional SENDCO support	£5,500	To support disadvantaged SEND families with accessing the additional support they and their children are entitled to beyond their current entitlement: EHAs/EHC paperwork and external agency support eg CAMHS.	Our vulnerable families are supported with the additional time needed to process the paperwork needed for EHA's/EHC plans and work with external agencies.
Wider life experiences: providing our children with opportunities and experiences as they move through the school.			
Residential school journeys	£9,975	To enable all pupils to access educational visits and trips in and outside of the locality through heavy subsidising of trips and residential trips.	Children's cultural capital is widened and they are able to talk more confidently about experiences outside of school – making links to learning inside school.
High number of visits and workshops linked to children's in-school learning.	£10,000	Encourage parents to participate in more out of school learning opportunities with their children. Feb 21 update. Trips and residential not possible within school RA and DfE guidance. Replaced by workshops (where poss in school) and online workshops and sessions + Bow Arts art project. Residential funding carried forward to June 21 towards 5 x day workshops at Gorsefield TH's residential centre.	Cost is not a barrier to any of our disadvantaged pupils in attending a residential or a trip.
After-school clubs and additional classes/exams	£3,300 £3000	Additional THAMES music support to introduce musicality to children and support them with learning an instrument in school. Examinations paid and children taken to orchestra rehearsals within and beyond the school day. Feb 21 update. Funding carried forward to Summer 1 '21 re: After-school sports programme open to every child in Y2-Y6.	Children have opportunities to take part in experiences that their non-PP peers can access: musical instrument learning and exams, LAMDA exams etc.
Ensuring we receive what the school is entitled to			
Office time to identify FSM families.	£5000 (£500 a month)	Assessment of children with possible additional needs/barriers to learning.	Additional SEND support for our disadvantaged families ensures they are accessing their entitlement through meetings with families, EHAs and all relevant EHC plan documentation.
Office time to maintain extensive up-to-date data on children, including our admissions process.	£12,000	Administration resources allocated to ensure Management Information System is accurately maintained and liaise staff/parents/external agencies re: additional needs, attainment data, and medical needs. Liaising with parents regarding family updates. Time to share info on children with all	Families are supported to ensure information held on their child is relevant, maintained and that they are able to access the relevant additional support needed.

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Total Pupil premium spend: £311, 050		relevant parties to ensure we can support children with our early help package. Ensuring all eligible families apply for FSM's. Additional office staff time to support the admissions process for disadvantaged families.	Admissions process supports disadvantaged families with completion of paperwork, signposting to relevant support and applying for uniform grants etc.
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