

## Pupil Premium Strategy Statement 2020 – 2021

### Introduction, Barriers and funding priorities

Staff and Governors at Hanwell Fields Community School are committed to ensuring that our curriculum offer meets the needs of all pupils in order that all children make **good progress** from their starting points and reach their **fullest potential**.

Pupil Premium funding is allocated to children who: are currently or have ever been in receipt of free school meals, children from service families and looked after children, as a tool for addressing a range of potential issues sometimes associated with social disadvantage. We share the Government's aim of **identifying and tackling disadvantage in its many forms**. As an inclusive school, innovative ways are sought to ensure all children have **individualised access** to a **full curriculum**.

In addition, our whole-school provision acknowledges that children not in receipt of free-school meals, may also experience social disadvantage and in turn benefit from a **range of targeted provisions**. Hanwell Fields' staff are united in their belief that the allocation of these funds to support a pupil or groups of pupils identified as needing additional learning or emotional support is pivotal in ensuring our children are **ready and equipped for the next stage in their learning**.

#### Funding priorities for the Pupil Premium Grant include:

- In EYFS ensure children's social and emotional development (self-regulation) language development and cognition needs are met.
- Laying foundations for enhanced parental engagement in the Early Years.
- Raising the aspiration of all children in order to raise that of our most disadvantaged.

#### Barriers/areas we are addressing for pupils entitled to the Pupil Premium Grant

- Ensuring all our children are in school promptly, ready to learn in every lesson
- Parental confidence and engagement in supporting their children's learning at home.
- Supporting children to develop self-regulation skills to develop social and emotional understanding
- Raising progress and attainment
- Some limited availability to experiences outside of school that enrich children's character

Date to review: October 2021

	Pupil Premium Grant (PPG 2019-2020)	Pupil Premium Grant (PPG 2020- 2021)
Total number of pupils on roll	458	459
Total number of pupils eligible for PPG	78	70
Amount of PPG received per pupil	£1,150	£1,345
<b>Total amount of PPG received</b>	<b>£89,760</b>	<b>£94,150</b>
<b>Percentage of school in receipt of PPG</b>	<b>17%</b>	<b>17%</b>

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### Funding allocation: nature of Support 2020 – 2021

The funding section outlines allocation for the Pupil Premium Funding throughout the academic year of 2020 – 2021.

Funding falls into three main categories: Teaching and Learning support, Targeted support and Other Approaches.

Teaching and Learning Support			
In school barriers	Cost	Description	Impact/Measure
<p>Not all children in receipt of PP funding accelerate the progress they make against their starting points and some attainment and progress remains below their peers.</p> <p><i>SIP priority LAM - 4</i></p>	<p>£693.75</p> <p>£800</p> <p>£1,000</p>	<p>Teachers tracking children's individual progress- including MA PP.</p> <p>PP children tracked/monitored as a group and individually to identify/address specific need</p> <p>SEND toolkit for key children to monitor gaps and show progress.</p> <p>Educational Psychologist involvement</p> <p>PP meetings ensure all children including PP MA continue to be achieving.</p> <p>Quality-first teaching, supported and developed through CPD ensures all staff are skilled practitioners.</p>	<p>All PP children make at least good progress against starting points.</p> <p>Specific interventions are measured for impact using EDuKey</p> <p>Edukey measures impact of PP interventions on progress and attainment.</p> <p>Staff voice rates the CPD offer above 90% Good or Better</p> <p>ITT trainees 100% pass rate</p>
<p>Language and communication barriers in EYFS effects children's progress throughout the whole curriculum in their school years.</p> <p><i>SIP priority QOE - 3</i></p>	<p>£14,650</p> <p>£136</p>	<p>Targetted speech and language provision using banded curriculum on SEND Toolkit to identify gaps</p> <p>Phonics teacher development</p> <p>Catch-up programmes 1:1 support</p>	<p>Data</p>
<p>Children's ability to use scaffolds and models to support developing understanding within a lesson – Quality First teaching.</p> <p><i>SIP priority QOE - 4</i></p>		<p>Use of SWIVL to share expertise</p> <p>CPD focus on use of scaffolds</p>	<p>Learning walks evidence the targeted use of scaffolds in lessons (??)</p> <p>Learning walks evidence that all children experience age-related lesson content and language. (%)</p> <p>Pupil Voice demonstrates Children are motivated to learn and demonstrate a range of independent strategies that support developing understanding.</p>

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Children need to experience greater success to improve their self-confidence.  <i>SIP priority EWC - 1</i>	23,001  £133	Teacher PP review giving children ownership of targets they want to achieve – not necessarily Maths and Literacy and informed by mutual trust. Nurture provision informed by Boxall tracker Social interventions Staff engagement in Educational reading/research -Paul Dix	90% success rate children meeting PP targets.  Learning walks evidence respectful learning culture throughout the school for the majority of the children.
Not all PP children make good or better progress from their starting points.  <i>SIP priority LAM – 4</i>	£136	<ul style="list-style-type: none"> <li>- Use of FFT data/End of Key stage results.</li> <li>- Matrixes track individual progress, pupil progress meeting time ring-fenced to discuss strategies and set individual targets.</li> <li>- Quality First teaching a continuing process recognising that through CPD all staff can improve their practice to get the best outcomes for the children.</li> </ul>	<p>Closing the Gap plans evidence where/how planning address misconceptions and fills gaps in knowledge each term.</p> <p>FFT is used by SLT/teachers to set high targets and track progress against starting points throughout the year, accelerating progress.</p> <p>Staff voice indicates a commitment to CPD &gt;90%</p>

Targeted Support			
In school barriers	Cost	Description	Outcome
Children's emotional regulation could limit their ability to focus in school.  Nurture provision  <i>SIP priority EWC -1</i>	£384  £46,250	Nurture provision identified for key children, specific targets informed by Boxall. CPD behaviour policy and working groups to review. Pupil panel/Inclusion team to tailor support given to children including strategies that enable them to remain in the class and learn. ETh → 1:1 TA supervision to improve good practice	Behaviour slips decrease by at least 70% and children are able to remain in the class, regulating emotions. Behaviour tracking shows children's improved regulation  Boxall scores indicate enhanced ability to emotionally regulate.

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Lack of aspirations may limit children's attainment and progress in class.  <i>SIP priority LAM - 4</i>		Project with aspirations lead to highlight a range of vocational/career choices, inviting guest speakers. Careers fair Parental link, inviting school community to showcase the vocation/career. FreshStart delivered to catch-up key children.	Baseline to indicate range of children's aspirations and understanding of career choices  After project, data shows children's aspirations enhanced.
Improved reading ability and attitudes would further support PP children becoming happy, successful learners.  <i>SIP priority QOE - 1</i>		Whole/school focus upon reading community including teacher as a reader. Showcase in newsletter Big Six Reading focus for homework	50% of all children read at least 4 of the Big Six Borrowing rates from the library indicate greater children's motivation to read
Children eligible for PP funding may need extra support to enhance their cultural capital compared to their peers.	£2,000  £500	School trips? Residentials Broad and balanced curriculum 50 things Christmas bids to create engaging learning experience	100% of children (who wish to attend) have access to all school trips/residentials.
The use of external agencies to support a range of vulnerable families.	See above for inclusion team costings	Counselling Fegans Change 4 Life Clothing vouchers	Continual decrease in the number of families supported with an EHA moving to TAF.

Other approaches			
In school barriers		Description	Outcome
Prior negative experiences around school may hinder parents' ability and readiness to engage with school and support their child's learning.		Informal parental workshops	Parental engagement at workshops is above 80% of the cohort.  Parent Consultations attendance is 95% or higher.
Attendance / EYFS tracked by SEND		Tracking/rewards Monitoring tools/contracts drawn up to support families	PA decrease and contracts support parents to get children in to school.