

Pentland Pupil Premium Strategy

2019 - 2020

Summary Information

- The Pupil Premium Grant for 2019/2020 is £211,720 (including LAC pupils)
- The Pupil Premium Grant for 2018/2019 is £203,680 (including LAC pupils)
- In July 2019, 53.4% of pupils were eligible for the Pupil Premium Grant (including Nursery) and 57.2% excluding Nursery.

Current Attainment

	Pentland 2019 Disadvantaged ARE	2018 National Non-Disadvantaged ARE	<i>2018 National disadvantaged ARE (provided for comparison)</i>	Pentland 2019 Disadvantaged GD	2018 National Non-disadvantaged GD	<i>2018 National disadvantaged GD (provided for comparison)</i>
EY (GLD)	65%	74%	57%			
Year 1 phonics	89%	85%	72%			
KS1 Reading	65%	79%	62%	30%	29%	14%
KS1 Writing	60%	74%	55%	25%	18%	8%
KS1 Maths	65%	80%	63%	25%	25%	12%
KS2 Combined Reading, Writing, Maths	61%	70%	51%	6%	12%	4%
KS2 Combined Reading, Writing, Maths ex ARP	79%	70%	51%	7%	12%	4%

Outcomes for disadvantaged pupils at Pentland are above the 2018 National Non-disadvantaged for Year one phonics and KS2 combined reading, writing & maths (excluding MLD ARP pupils) and KS1 reading, KS1 writing and in line with 2018 National non-disadvantaged for KS1 maths. However, for the remaining headline outcomes, there are gaps between the outcomes for Pentland's disadvantaged pupils and non-disadvantaged pupils nationally. Also, there are gaps between disadvantaged and other internally. In order to address these gaps, we have identified the following barriers to learning.

Identified barriers to educational achievement

- Pupils who are in receipt of Pupil Premium funding, can also have additional vulnerabilities eg. SEND and families in crisis (CP through to Early Help, bereavement, eviction, divorce and poverty)
- Pupils with specific social and emotional needs which affect their learning
- Lack of access outside of school to a broad range of activities – limited enrichment opportunities, including Damien Hinds passport opportunities facilitated by school and outside agencies
- Poor exposure to a broad range of age-appropriate language which inhibits early acquisition(see reading outcomes 2019)
- Poor attendance and/or poor punctuality - PA (which is below national) is predominantly PPG children
- Parents lack confidence around engagement with their children’s readiness for learning and low family aspiration.
- Poor behaviours for learning
- Young carers – children who have adult responsibilities.

Key focus areas

In order to address the identified barriers to learning and hence close gaps, we focus on the following key areas:

- Setting non-negotiables Staff have high ambitions for all pupils and embed strong learning behaviours and resilience in pupils with disadvantage.
- Providing a well- rounded, exciting and knowledge-rich curriculum which ensures that pupils encounter wide ranging experiences, so that they can develop skills and personal attributes.
- Constant revision of pedagogical effectiveness to ensure teaching is the most effective, including training for interventions and a deep understanding of each student’s range of specific needs. We routinely use current national benchmarking (e.g. PIRA Progress in Reading Assessment) and current research, for example through the Education Endowment Fund, to help us develop our Quality First Teaching, additional support and interventions.
- Targeting resources specifically to high areas of need Staff are well trained to identify areas of need and how to target effective support. Eg additional staff to deliver high quality booster for Phonics, KS1 and KS2 pupils who are not in line with age-related expectations, additional TAs in Nursery to support toileting, smaller groups for key workers throughout EYs allows families to be better supported.
- Constantly monitoring progress so Quality First Teaching and interventions are effective. Senior leaders review the impact of all work, to enable precise tracking of each individual student’s academic performance, allocating key staff to respond swiftly if falling back, supporting in a variety of ways – whatever the child needs (additional trips, 1:1, special roles/jobs within school...)
- Attendance is rigorously tracked and challenged.
- Establishing stability around the child in order to minimize negative and/or disruptive influences on each child’s learning. Staffing is geared to enable the school to respond quickly to familial need. Eg. Two highly trained liaison workers, funded by PPG, who support with key parenting issues, challenged/support around attendance, have key roles in safeguarding of identified families causing concern.

Ambition for our children in receipt of Pupil Premium

At Pentland we aim for all of our children:

- To be successful: PPG means that we can support some of our most vulnerable children so that they can fully access school in a successful way.
- To achieve their potential; PPG means that additional support can remove barriers and accelerate learning readiness at each phase, with an emphasis on reading improvement to remove barriers to success.
- To be active citizens; PPG means that we can help targeted groups to develop social skills in order to have successful friendship groups and be able to take full responsibility that comes with being an active member of Pentland School.
- To manage a successful transition to their next phase in education; PPG allows us to plan more transitional work with secondary schools so children who are most anxious know how to cope.

Key Actions 2019 / 2020			
Improvement Plan	Action	Cost	Outcome
Increase the % of disadvantaged children at ARE and Greater Depth so that the gap between Pentland disadvantaged and national other narrows.	<p>Pupils to be set challenging targets by staff and agreed by SLT so that the disadvantaged CWRM will increase in each year group.</p> <p>Pupils to make good progress against their targets.</p> <p>Pupil progress to be monitored and acted upon through pupil progress meetings with overall monitoring by the Disadvantaged Pupil lead. Progress will be evidenced through half-termly data checks, planning checks, book scrutinies and moderation and pupil progress meeting minutes.</p> <p>Additional adults and resources to be targeted specifically to support areas of need including both academic and pastoral:</p> <ul style="list-style-type: none"> • Additional adults to lead booster / intervention classes or release class teachers to lead their own booster; • Additional LTS to help ensure targeted pupils make good behaviour choices • Additional adults to provide mentoring and pastoral support as required <p>Change to KS1 staffing and class setup, so that that year 2 disadvantaged pupils in the mixed year 1 & 2 classes are challenged appropriately and make rapid progress.</p> <p>Change to EY staffing – additional Reception teacher leading to smaller groups.</p>	£165k	<p>The gap between school and national non-disadvantaged to have closed.</p> <p><u>Targets</u> All KS1 year groups to achieve national non-disadvantaged, which for 2018 was: R: 79% ARE & 29% GD W: 74% ARE & 18% GD M: 80% ARE & 25% GD</p> <p>All KS2 year groups to achieve national non-disadvantaged, which for 2018 was: R: 80% ARE & 33% GD W: 83% ARE & 24% GD M: 81% ARE & 28% GD CWRM: 70% ARE & 12% GD</p>

<p>Ensure that disadvantaged pupils attend school and arrive on time</p>	<p>Home school worker and office staff to address attendance and punctuality issues, so that pupils are in school consistently and on time.</p> <p>Attendance, punctuality and persistent absence to be tracked and monitored by senior leaders with effective action taken to improve attendance.</p>	<p>£2.5k</p>	<p>The gaps to close between attendance of disadvantaged pupils and non-disadvantaged pupils, both in school and nationally.</p> <p>Frequent absentees and those frequently late to have improved their attendance.</p>
<p>Support disadvantaged pupils in ensuring that they are able to fully and fairly access their learning</p>	<p>Additional speech and language support in Early Years and KS1 to minimize the impact of poor early language acquisition.</p> <p>Support families where their poor financial circumstances provide a barrier to a pupil's learning. Support could be provided through signposting to services such as a Foodbank or Citizen's Advice. Alternatively, it might be in the form of providing swimming kit or subsidising the residential school trip.</p>	<p>£8k</p> <p>£10k</p>	<p>Improvements seen at EY in S&L to be replicated in other areas. Target 75% in reading, writing and maths.</p> <p>Pupils will have been supported as necessary in overcoming barriers and staff will have been proactive in identifying pupils and families who require additional support.</p>
<p>Ensure that pupils are ready to start learning at the start of the school day</p>	<p>Run a Breakfast Club which is open to all pupils including disadvantaged pupils.</p>	<p>£5k inc early years provision</p>	<p>Breakfast club to run which is open to disadvantaged pupils</p>
<p>Ensure that stability is established around each disadvantaged pupil in order to minimize negative and/or disruptive influences on learning</p>	<p>Home School Workers to</p> <ul style="list-style-type: none"> • Provide families with practical support and signposting to services available (parenting support, housing advice, crisis support and debt management). • Lead parenting groups, friendship groups for isolated pupils, support mental health (dementia workshops, adult mental health support). <p>Home school worker and Senior leaders to</p> <ul style="list-style-type: none"> • Attend safeguarding and social care meetings including TAFs, CiNs and sometimes CP meetings. 	<p>£10k to cover proposed increase in PWO hours</p> <p>Supply cover £5k at £ 210 per day</p>	<p>Any barriers presented by negative or disruptive influences on the child are minimised.</p> <p>Pupils will have been supported as necessary in overcoming barriers and staff will have been proactive in identifying</p>

	<ul style="list-style-type: none"> Provide mentoring support as required so that social issues that could impact on a child's wellbeing are supported <p>Counselling support through Targeted Mental Health in schools (Tamhs) and other providers</p>		pupils and families who require additional support.
Offer wide ranging experiences	<p>All pupils to access the Phunky foods programme - a programme of cooking in which children are able to cook a wide variety of simple and healthy food from across the world. Parents and children to access the after school cooking club.</p> <p>All pupils to access the TVMS music tuition programme and learn to play a variety of instruments including brass and drumming through whole group or individual tuition.</p> <p>All pupils to participate in wide ranging visits and visitor activities</p>	£10k contribution to curriculum budget to cover additional resources and materials	TVMS Phunky foods Wide ranging opportunities both on and off site to be offered by all teams

Impact of Measures to close the gap for disadvantaged pupils 2018 and 2019

Measure	Action		Impact
Increase the % of disadvantaged children at ARE and Greater Depth so that the gap between Pentland disadvantaged and national other narrows.	<p>Pupils to be set challenging targets by staff and agreed by SLT so that the disadvantaged CWRM will increase in each year group.</p> <p>Pupils to make good progress against their targets.</p> <p>Pupil progress to be monitored and acted upon through pupil progress meetings with overall monitoring by the Deputy Headteacher. Progress will be evidenced through half-termly data checks, planning checks, book scrutinies and moderation and pupil progress meeting minutes.</p> <p>Additional adults and resources to be targeted specifically to support areas of need including both academic and pastoral:</p> <ul style="list-style-type: none"> Additional adults to lead booster / intervention classes or release class teachers to lead their own booster; Additional adults to reduce the size of teaching sets Additional LTS to help ensure targeted pupils make good behaviour choices Additional adults to provide mentoring and pastoral support as required <p>Additional adults to provide absence cover internally</p>	£158,000	<p>Excluding the 4 MLD ARP pupils at KS2: Pentland's disadvantaged % ARE CWRM exceeded the 2018 national non-disadvantaged.</p> <p>KS2 ARE for writing and maths exceeded national non-disadvantaged. Reading % ARE was 1% below national non-disadvantaged.</p> <p>At GD, disadvantaged reading remains a target as the national non-disadvantaged figures were met in the other subjects.</p> <p>Including all disadvantaged pupils at KS2, Pentland was below the national disadvantaged for reading and writing and exceeded in maths and CWRM. Pentland was below national non-disadvantaged in all areas.</p>

			At KS1, the 2018 national disadvantaged ARE figures were exceeded, but there is a gap with the national ARE non-disadvantaged figures, hence these remain a target. The gap at GD has closed with Pentland's figures meeting and exceeding national non-disadvantaged in all areas.
Ensure that disadvantaged pupils attend school and arrive on time	Home school worker and office staff to address attendance and punctuality issues, so that pupils are in school consistently and on time.	£2,000	The attendance of disadvantaged pupils remains consistently above national disadvantaged figures. However, there is still a gap between Pentland disadvantaged and non-disadvantaged (both in school and nationally), so raising disadvantaged pupil attendance remains a target.
Support disadvantaged pupils in ensuring that they are able to fully and fairly access their learning	<p>An additional teaching assistant in Nursery to ensure that the ability to use the toilet is not a barrier to learning.</p> <p>Additional speech and language support in Early Years and KS1 to minimize the impact of poor early language acquisition.</p> <p>Support families where their poor financial circumstances provide a barrier to a pupil's learning. Support could be provided through signposting to services such as a Foodbank or Citizen's Advice. Alternatively, it might be in the form of providing swimming kit or subsidising the residential school trip.</p>	<p>£4,000</p> <p>£3,000</p> <p>£11,000</p>	<p>The following % disadvantaged measures increased from 2018 to 2019:</p> <ul style="list-style-type: none"> • KS1 Reading, writing, maths • KS1 phonics • KS2 Reading, writing, maths and CWRM (excluding ARP) • KS2 maths and CWRM including ARP • KS2 disadvantaged excluding SEN in all subjects
Ensure that pupils are ready to start learning at the start of the school day	Run a Breakfast Club which is open to all pupils including disadvantaged pupils.	£2,000	Breakfast club is up and running, meaning that all pupils who attend have a calm and healthy start to the school day.
Ensure that stability is established around each disadvantaged pupil in order to minimize negative and/or	<p>Home School Workers to</p> <ul style="list-style-type: none"> • Provide families with practical support and signposting to services available (parenting support, housing advice, crisis support and debt management). 	£10,000	The Home School Workers successfully worked with a number of families and children over the year, ensuring that barriers to children's learning and emotional need were

<p>disruptive influences on learning</p>	<ul style="list-style-type: none"> Lead parenting groups, friendship groups for isolated pupils, support mental health (dementia workshops, adult mental health support). <p>Home school worker and Senior leaders to</p> <ul style="list-style-type: none"> Attend safeguarding and social care meetings including TAFs, CiNs and sometimes CP meetings. Provide mentoring support as required so that social issues that could impact on a child's wellbeing are supported <p>Counselling support through Targeted Mental Health in schools (Tamhs)</p>	<p>£5,000</p>	<p>limited by the impact of events which affected them.</p> <p>Social Care meetings were attended regularly and professional challenge was provided as necessary in order to ensure the best for the children in our care.</p>
<p>Offer wide ranging experiences</p>	<p>All pupils to access the Phunky foods programme - a programme of cooking in which children are able to cook a wide variety of simple and healthy food from across the world.</p> <p>Parents and children to access the after school cooking club.</p> <p>All pupils to access the TVMS music tuition programme and learn to play a variety of instruments including brass and drumming through whole group or individual tuition.</p> <p>All pupils to participate in wide ranging visits and visitor activities</p>		<p>Both TVMS and Phunky foods programmes ran very successfully in addition to a cooking club for pupils and parents. The school also ran First Aid courses for pupils and parents. Throughout the year, a wide range of activities and performances were organised which both increased pupil confidence and successfully brought parents into school, e.g. the school carnival.</p>

Attendance

Average % Attendance

		N1	N2	R	1	2	3	4	5	6	All	All excl N
2018 to 2019	Disadvantaged	83.4		95.6	95.6	94.9	96.9	95.0	95.2	94.4	94.4	95.5
	<i>Not disadvantaged</i>	92.1		95.6	95.9	97.3	97.0	96.7	97.2	94.2	95.4	96.3
2017 to 2018	Disadvantaged	86.4		94.4	94.8	95.8	96.2	96.7	96.6	96.1	95.5	95.8
	<i>Other</i>	91.8		96.1	97.2	96.4	96.4	96.1	95.2	97.0	95.7	96.3

Key: > national at national

National attendance comparators (published March 2019): 95.8% for all pupils, 94.3% for disadvantaged pupils and 96.3% for pupils who are not disadvantaged.

Social, Emotional, Health and Wellbeing

All visitors report that the atmosphere around school is warm, welcoming and fun. Children consistently report that they love their school and are very proud to be part of the Pentland family. Behaviour in school is excellent with staff and pupils having very high expectations of behaviour. The school's behaviour policy is regularly reviewed by the school council and is consistently followed across the school. The school's motto is "To be the best that I can be" and personal development is, therefore, at the heart of everything we do.

The overwhelming majority of parents stated in the 2018 Parent survey (107 responses) that their children were happy in all aspects of school life - feels safe (99%); pupils are well looked after (99%); school makes sure that all pupils are well behaved (97%).

Date of next Pupil Premium Strategy Review

July 17th 2020