

Pupil Premium Grant Expenditure Report

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Department for Education (DfE) allocates an amount of funding known as the Pupil Premium which is additional to main school funding and is calculated on the number of pupils receiving free school meals (including those that have received FSM over the previous 6 years), children in care and service families.

For 19/20 the funding amounts were:

- £1,320 per pupil of primary-school age recorded as Ever 6 free school meals (FSM)
- £300 per service family pupil
- £2,300 for any pupil: identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:

adoption

a special guardianship order

a child arrangements order (previously known as a residence order)

who has been in local authority care for 1 day or more

recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

Schools are required to report on the expenditure of pupil premium funding and measure the impact on outcomes for disadvantaged pupils.

Overview of the school

<i>Number of pupils and pupil premium grant (PPG) received</i>	
Total number of pupils on roll	568
Total number of pupils eligible for PPG	161 (including children in care and service family children)
Total amount of PPG received	£238,760.00

Guiding Principles for Expenditure of Pupil Premium

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- High quality, effective teaching and learning is the most impactful support for disadvantaged learners.
- To ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes the needs of socially disadvantaged pupils.
- In making provision for socially disadvantaged pupils, to recognise that not all pupils who receive free school meals will be socially disadvantaged.
- To also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated based on need. Limited funding and resources means that not all children receiving free meals will be in receipt of pupil premium interventions at one time.

Impact from the previous year – 2018-19

Quality of Teaching for All	Impact
Deputy Head teacher (DHT), Year Leaders, Maths and English Leaders to ensure high quality teaching and learning in the core subject areas across the school through the implementation of best practice, effective staff training and a focus on ensuring age related curriculum content is taught consistently and effectively. - £69,287 (A)	EYFS – PPG pupils progress from baseline assessment was good, with over half the cohort securing a GLD. 35% increase in the proportion of disadvantaged pupils securing the phonics pass of 32 by the end of Year 1. There was a 22% increase in the proportion of PPG pupils securing the expected standard in reading, writing and maths at KS2.
Development of the Talbot 20-20 curriculum across school to help build children's knowledge, understanding and retention. Opportunities to revisit, link and consolidate what they have been taught built in to the curriculum, in core and foundation subjects. Considerable investment in joint professional development and staff training required over the next 18 months - £46,307 (A)	New curriculum established in the humanities & Art. (see website) with key knowledge, vocabulary, clear progression and cohesion built in. All teachers provided with CPD to enable these elements to be taught effectively and confidently PSHE, English, DT & Science elements of the curriculum reviewed, clarity and cohesion improved and published over the academic year 2019-20.
Subscriptions to online, high-quality resources (TTRS, Testbase) to support children with practising fundamental skills in maths and English such as number bonds, times tables and spelling patterns. - £479 (A)	Mental mathematics and times tables performance has improved across KS2. Year 4 pupils were well prepared for the multiplication check (outcomes not known at time of publication).
Support the independent application of skills by pupils in Year One by developing enabled environments-£4,905 (A)	Year One PPG cohort achieved well in the phonics check (87% achieved pass) and pupil's work reflected the ability to apply skills successfully. An increased proportion of pupils begin Year Two well prepared.
Strengthen the quality of access within the early years' provision to language rich resourcing and key skills support to ensure more FSM children begin Year One well prepared. - £4,131 (B)	Quality of provision and progress made by the cohort highlighted in Local Authority moderation.
Enrich the curriculum offer to incorporate opportunities for pupils to engage in outdoor activities which promote curiosity, imagination and problem solving, and strengthen positive attitudes to learning. - £20,700 (C&E)	Forest School successfully implemented across the school. The Science and Geography elements of the curriculum have been strengthened by carefully planned activities.
Vocabulary development – Whole school focus to improve the breadth and depth of pupils vocabulary and begin to close the word gap between disadvantaged pupils and their peers - £5,407 (B)	Disadvantaged learners performed in line with their peers in the reading assessments at the end of KS2.
Targeted Support - Attendance	Impact
Senior leader allocated role and time to work with families to reduce persistent absence. - £13,520 (D)	Families working with senior leaders have significantly improved the attendance of their children.
Pastoral Team Lead to monitor attendance for disadvantaged learners. PLT will be the first point of contact with families, where attendance is below average, and will discuss barriers that school could help overcome, including funded spaces at breakfast club if appropriate. - £5,790 (D)	36 families had additional support, there was an average increase in attendance of 3%.
To provide before and after school care for selected pupils to help support attendance. - £4,750 + Contingency £2,000 (D)	Identified pupils in Year 6 achieved between 96% 100% attendance after provision was put in place.
Transport to school in the morning provided by school for families where the attendance of their children is significantly below national expectations. - £3,156 (D)	Discontinued due to low participation, in addition one family left the school and another made alternative arrangements for drop off which previously was difficult.

Targeted Support – Academic/SEND	Impact
Trial of cued articulation approach to early reading and phonic awareness for children who struggle with the traditional synthetic phonics program – Letters and Sounds. - £3,359 (B)	47% achieved Phonics screen in Year Two 88% improved on previous attainment from Year One.
Investigation into and then trialing strategies to enable children with SEND to overcome their barriers to learning. carefully monitored for effectiveness and adapted as required to meet the needs of the individual learners. - £2,306 (A /B /C)	Sensory circuits at 8.40a.m. implemented, enabling 7 children with EBD to be ready to learn at the start of the day. Sensory tools used in class for children who require them. SENDCo led Year 6 teaching group to ensure fundamentals in core areas secured, success reflected in attainment and progress in KS2 assessments. Dyslexic specific equipment and books distributed to support children in class.
Additional hours for teaching assistant, who is a qualified occupational therapist, to provide bespoke intervention and support for disadvantaged learners who need to improve their fine motor skills, pencil grip and handwriting in EYFS. - £2,467	Identified pupils showed increased fine motor control compared with baseline measures.
Specialist Teaching Assistant to work with identified children with sensory needs that if unmet would impact negatively on their learning. (pm) - £6,235 (C)	Set up and supported sensory circuits for identified PPG pupils with sensory needs. Baseline and final assessments indicate positive impact on ability to learn.
Targeted Support – Pastoral	Impact
Pupil Premium Champion (PPC) to provide close pastoral and academic mentoring for identified disadvantaged pupils to reduce barriers to learning. - £18,441 (C)	Surveys and interviews reflect improved attitudes to learning. Improved outcomes for PPG pupils in KS2 assessments reflect effectiveness in reducing barriers to learning.
Behaviour Coordinator – To support vulnerable pupils and families where poor behaviours are barriers to learning. Parental engagement - £21,052 (C)	72 children have received personalised support, which has enabled them to participate in lessons with their peers and be supported to access learning.
Continue to increase parental engagement through proactive communication, careful monitoring and building on principles of Achievement for All. - £959 (C)	Parental survey reflects the whole staff approach has resulted in a high parental satisfaction, higher attendance at parent consultations and greater involvement with Marvellous Me (School – parent feedback app).
Crisis Fund – Children who may need additional resources or support due to changes in personal circumstances that would otherwise impact on their learning. - £1,000	Families in crisis due to loss of employment, critical illness and bereavement have been supported by school in a variety of ways, mitigating the impact on the education of these pupils.
Uniform fund for disadvantaged children - £250	No child is without uniform due to hardship.
Targeted Support – Wider Outcomes	Impact
Increase the proportion of disadvantaged pupils actively engaged with wider curriculum opportunities through BU – Passport to Learn Program. - £1,000 (E) Subsidising school trips and residential trips to ensure that children are not disadvantaged by social circumstances. - £478 + £2,000 contingency (E)	15 PPG pupils attended activities provided by BU, pupil and parental surveys reflect high levels of enjoyment and satisfaction with the events attended. No child was excluded from going on a trip due to financial constraints of their family.
AIM – funded music lessons off-site for children showing potential in this area. - £810 + contingency £810 (E)	Children attended for a whole term. Parental and pupil surveys show very positive impact.
Cooking Club – Funded extra-curricular club where selected pupils are taught to cook simple, affordable meals and provided with recipes to take home. Parents and families invited in to enjoy a selection of dishes prepared by the children. - £5,102 (E)	39 disadvantaged children aged 7 to 11 had cooking sessions. Costs and nutrition were explained in each session to enable children to help their families eat well for less.

Key benchmarks and comparisons with national expectations

Attendance		Summary
2016- 2017	94.02% (139 pupils)	<ul style="list-style-type: none"> Last year saw the highest number of disadvantage pupils attending Talbot since funding began. Targeted support for pupils with low attendance (see att. summary)
2017-2018	94.7% (171 pupils)	
2018-2019	93.85% (174 pupils)	

EYFS disadvantaged pupils achieving G.L.D.	2018-19	2017-18	2016-17	2015-16
	56%	76%	41%	25%
Summary				

Phonics – Year One	2018-19	2017-18	2016-17
Disadvantaged	87%	50%	39%
National Other		85%	84%
Summary	<ul style="list-style-type: none"> Three year improving trend in the attainment in phonics in Year One. 		

KS1 Attainment						
2018 - 2019	Reading Expected	Writing Expected	Maths Expected	Reading Great Dep	Writing Great Dep	Maths Great Dep
Disadvantaged	58%	46%	50%	4%	7%	11%
Nat Other *						
Summary	<ul style="list-style-type: none"> Attainment is likely to be significantly below the 'National Other' benchmarks for attainment in these core areas, however there is a significant increase from start points in EYFS for this cohort in reading and maths and a slight increase in writing. 					

KS2 Attainment							
2016 2017	Reading Expected	Writing Expected	Maths Expected	Read /Wri/ Maths Comb	Reading Great Depth	Writing Great Depth	Maths Great Depth
Disadvantaged	35%	69%	35%	19%	4%	8%	0%
Nat Other	77%	81%	80%	67%	29%	21%	27%

2017 2018	Reading Expected	Writing Expected	Maths Expected	Read /Wri/ Maths Comb	Reading Great Depth	Writing Great Depth	Maths Great Depth
Disadvantaged	43%	36%	54%	43%	4%	11%	0%
Nat Other*	77%	81%	80%	67%	29%	21%	27%

2018 2019	Reading Expected	Writing Expected	Maths Expected	Read /Wri/ Maths Comb	Reading Great Depth	Writing Great Depth	Maths Great Depth
Disadvantaged	83%	69%	93%	62%	28%	7%	17%
Nat Other*							

Summary	<ul style="list-style-type: none"> Matching national attainment benchmarks in reading and maths. 3 Year increasing trend in reading and maths attainment. In maths disadvantaged children performed better than non-disadvantaged children. Significant progress in reading and maths for disadvantaged children. Highest proportion of disadvantaged children at Talbot, who reached the expected standard in reading, writing and maths since the Pupil Premium was introduced. Writing progress strong overall, but children with SEND who also qualified for the Pupil Premium did not achieve as highly. 						
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Parental Engagement			
Parental attendance at consultations for disadvantaged learners.			Summary
Academic Year	Autumn Term	Spring Term	<ul style="list-style-type: none"> Parental engagement is increasing steadily over time for disadvantaged children at Talbot. Over 93% of the parents of children eligible for the pupil premium receive regular updates from class teacher through the 'Marvellous Me' communications app.
2016-17	81%	83.0%	
2017-18	89.2%	90.8%	
2018-19	94%	95.4%	

Record of provision 2018-19

The interventions which have been funded by Pupil Premium Money have seen:

- All children exposed to daily, high quality teaching and learning.
- 104 children accessing online maths program to help embed fundamentals.
- 8 children provided with cued articulation program to support early reading.
- 22 children working with behaviour support to enable them to access learning.
- 5 children accessing Speech and language support in EYFS.
- 157 children accessed forest school sessions.
- 37 children given tailored small group support to improve confidence, self-esteem and communication skills.
- 37 children accessed additional specialist music and/or drama tuition at AIM.
- 19 children provided with school uniform due to serious hardship.
- 20 children provided with funded childcare before and/or after school to support families in crisis.
- 15 children attended regular extra-curricular events as part of Talbot Primary's link with Bournemouth University and the Children's Passport initiative.
- 44 children able to access residential visits across key stage two, including trips to China, France, Hooke Court, A night in a Museum & Carey Camp.
- 39 children given fully funded cooking lessons after school to enable them to prepare affordable, healthy meals.

Pupil Premium Provision 2019/2020

<i>Desired outcomes and how they will be measured</i>		<i>Actions</i>	<i>Success Criteria</i>
Quality of Teaching for All			
A.	<p>Further improvement in the teaching of knowledge and skills.</p> <p>Enhancement of children's ability to retain, recall and apply what they have learnt, independently through CPD for teachers on efficient instruction methods, the importance of regular opportunities to retrieve previously taught information and to be able to successfully apply knowledge in a variety of ways.</p> <p>£64,408.00</p>	<p>Deputy Head teacher (DHT), AHTs, Year Leaders, Maths and English Leaders to ensure high quality teaching and learning in the core subject areas across the school through:</p> <p>the implementation of best practice, effective staff training</p> <p>ensuring age related curriculum content is taught consistently and effectively.</p> <p>monitoring and evaluation of the effectiveness of teaching and learning</p>	<p>Observed lessons and reviews of pupil work will show:</p> <ul style="list-style-type: none"> - All teachers providing new material with clarity, in small chunks, using a high level of questioning to ascertain understanding. - A lot of opportunities for pupils to be successful whilst embedding new knowledge. - Clear, analytical feedback provided at the point of learning as required. - Pupils provided with scaffolds where they are required and challenged to apply skills in a variety of ways. - Regular recaps of taught content with children being asked to retrieve knowledge and skills from different intervals of elapsed time. - Learning environment which supports the acquisition of skills and knowledge, whilst facilitating independence.
B.	<p>Continue Curriculum development, with a focus on embedding improvements in Art and humanities whilst developing PSHE, English, DT & Science.</p> <p>£38,297.00</p>	<p>Development of the Talbot 20-20 curriculum across school to help build children's knowledge, understanding and retention. Opportunities to revisit, link and consolidate what they have been taught built in to the curriculum, in core and foundation subjects. Considerable investment in joint professional development and staff training required over the next 18 months (B)</p>	<p>Observed lessons and reviews of pupil work will show:</p> <ul style="list-style-type: none"> - The enacted curriculum matches the intended curriculum. - Teacher confidence and ability to deliver the new curriculum content is improved. - In assessments, pupil work and discussions with pupils the learned curriculum is closely matched with the intended curriculum. - Over time the knowledge pupils learn will be consolidated and built upon.
C.	<p>Improving proportion of retention of taught enacted curriculum content to enable pupils to apply their knowledge to different contexts.</p> <p>£38,297.00</p>	<p>CPD for teachers and teaching staff on teaching for memory. (A & C)</p> <p>Whole school CPD focus on providing daily opportunities for retrieval and clarity of inputs. (A & C)</p> <p>Support for children with identified difficulties in working memory. (D)</p> <p>Subscriptions to online, high-quality resources (TTRS, Testbase) to support children with practising fundamental skills in maths and English such as number bonds, times tables and spelling patterns (C)</p>	<ul style="list-style-type: none"> - Summative assessments in core subjects and humanities reflect increasing retention of taught content. - PPG Pupils can answer key questions verbally or in writing, with confidence, drawing on what they have learnt to illustrate or justify their responses.
Targeted Support – SEND			
D.	<p>Accelerate progress of children with SEND, who are eligible for the Pupil Premium Grant.</p> <p>£30,500.00</p>	<p>Investigation into and then trialing strategies to enable PPG Pupils with SEND to overcome their barriers to learning. Carefully monitored for effectiveness and adapted as required to meet the needs of the individual learners. (A/C/D/F)</p> <p>Individualised support implemented for identified pupils with severe or multiple barriers to learning preventing them from making good progress. (D)</p> <p>PPG Pupils with SEND closely monitored with provision reviewed regularly by class teachers and oversight from SENCo (D)</p> <p>SEND expertise of support staff developed through training and mentoring from SENCO.</p> <p>Investment in SENCo Masters qualification to provide additional expertise and capacity to support PPG Pupils with SEND in EYFS & KS1.</p>	<ul style="list-style-type: none"> - The proportion of PPG pupils with SEND working at the expected standard will increase. - Early reading for most vulnerable pupils in Y3 is secured.

		Read, Write, Inc English program for PP Pupils (some with SEND also) who have not reached the required standard in phonics to be confident early readers. Specialist training for teachers and teaching assistants, materials and designated time for pp pupils in Y3 to receive this specific, phonics program for reading and writing.	
Targeted Support – Wider Outcomes			
E.	Support children's understanding and knowledge of the world through a specific program to provide access a wider breadth of cultural capital. £15,010.00	2020 Curriculum developed to incorporate specific cultural capital focus. (B/ E) Whole school assemblies used to highlight important people, places and events. (B/E) Increase the proportion of disadvantaged pupils actively engaged with wider curriculum opportunities through BU – Passport to Learn Program. - (E) Forest school closely matched to new curriculum content to embed skills and knowledge through outdoor and experiential learning. (B/E) Subsidising school trips and residential trips to ensure that children are not disadvantaged by social circumstances - contingency (B/E) AIM – funded music and/or drama lessons off-site for children showing potential in these areas. - (E) Cooking Club – Funded extra-curricular club where selected pupils are taught to cook simple, affordable meals and provided with recipes to take home. Parents and families invited in to enjoy a selection of dishes prepared by the children. - (E) Variety of extra-curricular clubs provided by teaching staff to enable pupils to identify an interest and experience music, dance, art, drama, sport and technology. (E)	- All trips, visits and experiences will reinforce and supplement the taught curriculum. - Assemblies used to inform pupils on important cultural events, figures and places, pupils able to recall information and make links with other knowledge. - Forest school, extra-curricular provision and residential trips subsidised to enable all PPG pupils to experience a broad variety of experiences. - 101 Things to do at Talbot Primary (experiential overview) will be fully incorporated into the wider 20-20 curriculum provision. - Higher proportion of PPG pupils participate in trips, experiences and wider provision than in 2018-19
Targeted Support – Pastoral			
F.	Improved behaviours and attitudes to learning for identified pupils. £57,269.00	Pupil Premium Champion (PPC) to provide close pastoral and academic mentoring for identified disadvantaged pupils to reduce barriers to learning. (F) Behaviour Coordinator – To support vulnerable pupils and families where poor behaviours are barriers to learning. Parental engagement (F) Continue to increase parental engagement through proactive communication, careful monitoring and building on principles of Achievement for All. (F) Crisis Fund – Children who may need additional resources or support due to changes in personal circumstances that would otherwise impact on their learning. (F) Uniform fund for disadvantaged children (F)	- Reduction in logged behaviour incidents and improvement from baseline measures of behaviour and attitudes.
G.	Improve attendance to be at least in line with national expectations by providing targeted support for families where the attendance of disadvantaged children is below 90% £16,563.00	Senior leader allocated role and time to work with families to reduce persistent absence. (G) Creative strategies deployed and attendance promise upheld by senior leaders to support families where attendance is below 90% (G) To provide before and after school care for selected pupils to help support attendance. (G)	% <90% attendance mirrors national levels Significant improvement in attendance of children who had previously been below 90% after intervention led by AHT
H.	Contingency £10,000	To be directed as required to support PP pupils.	

POTENTIAL BARRIERS

A.	Low levels of concentration, motivation and poor working memory amongst pupils. / Lack of consistency of approach amongst all teaching staff.
B.	Sufficient time to develop curriculum areas. / Sufficient time to provide high quality CPD to accompany the development and delivery of the new curriculum content.
C.	Cognitive difficulties./ Emotional and behavioural needs which impact on ability to learn. / Lack of parental support and/or challenging home circumstances.
D.	Cognitive overload for pupils / Low levels of concentration, motivation and poor working memory amongst pupils. / Lack of consistency of approach amongst all teaching staff.
E.	Poor behaviour amongst pupils. / Funding.
F.	Lack of boundaries / Poor attitude towards school and learning / Emotional and behavioural needs / Parental challenge towards school
G.	Ill health (pupils and parents) / Poor attitude towards school and learning