



South Haringay School Pupil Premium Strategy 2019-2020

Amount of Pupil Premium funding received 2019-20

Funding received for the Infants	£28,700.00
Funding received for the Juniors	£114,840.00

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to sound models of spoken and written English outside of school
- Access to the wider curriculum and access to extra-curricular activities
- Emotional well being
- Parental engagement with school - especially in regards to supporting children with homework
- Behaviour – pupils with specific social and emotional needs which affect their learning
- Health and nutrition

Rationale for Expenditure

Core curriculum progress

The school recognises that the majority of our disadvantaged children need to make accelerated progress in order to reach the age expected standards at the end of each key



stage. This is because their starting points at the end of their previous key stage, or on entry to the school, are usually significantly lower than those children that are not classified as disadvantaged. Our expenditure seeks to provide these children with additional support in the core areas of learning during curriculum time. This aspect of our spending ensures that the additional support is provided by our most effective staff and/or by an intervention for which there is evidence to demonstrate positive impact on progress rates. We also recognise that for those children who are classified as high attainers at the end of key stage assessments, and are classified as disadvantaged, it is important that these children remain on track to achieve at the highest levels at the end of each key stage.

Emotional Wellbeing/Behaviour

We recognise that in order to learn well and make good progress children need to be happy and feel safe and secure. Many of our disadvantaged children experience challenges in their personal lives which may be temporary, or ongoing. Our learning mentor and counsellors provide support to these children. This supports their emotional/social challenges and in turn allows them to access the curriculum and their learning opportunities with greater effect. Our learning mentor also supports some children who are having difficulties with behaviour and/or social issues.

Access to the wider curriculum and access to extra-curricular activities

Many of our disadvantaged children do not have access to the same cultural and sporting experiences that other children routinely access. Access to some of our after school clubs exposes them to experiences and activities that are enriching in their own right, and also provide English language stimulus in a context they would otherwise not be exposed to. We also buy in various companies that offer on site experiences such as theatre and interactive drama. While voluntary contributions cover part of these costs, we subsidise payments for those that are not able.

Parental Engagement and supporting children with homework

Some of our EAL children fail to get the support they need outside of school as their parents/carers don't speak English, are not fluent in English, or are not confident that their own skills and understanding to directly support their children with homework. We have found providing homework sessions for pupils can have a positive impact on the progress of children. We have also funded Saturday English classes for some children where they have specific lessons on reading and grammar.

Health and Nutrition

The benefits of beginning the day with a healthy and nutritious breakfast have been well documented. We don't want any child to come to school hungry, so we offer free priority places for children entitled to FSM to attend our breakfast club. This also ensures that children have arrived at school on time to start lessons. We also subsidise places in some of our after school sports clubs.



Key expenditure – how the allocation will be spent

*Spending allocations are approximate

EYFS and Key Stage 1		
Area of spend	Focus	Total allocation
Quality of teaching for all		
CPD and membership to subject-specific associations to improve the quality of teaching in Science and the wider curriculum	Wider curriculum progress	£300
Targeted Support		
TAs running Language Link interventions Purchase of language link software	Core curriculum progress	£11,025
TAs running reading intervention program – '15 mins a day'	Core curriculum progress	£3,700
TAs running precision teaching	Core curriculum progress	£2,706
Volunteer readers regularly reading with children	Core curriculum progress	£660
Funding for extra-curricular clubs	Wider curricular and extra curricular	£4,000
Learning Mentor support	Emotional Well being	£26,136
Other Approaches		
Funding for school trips and visiting groups	Wider curricular and extra curricular	£2,500
Funding for breakfast club	Health and nutrition	£3,500
Milk	Health and nutrition	£700



Key Stage 2		
Area of spend	Focus	Total allocation
Quality of teaching for all		
Curriculum re-design to map out progression in Science, Geography and History topics	Wider curriculum progress	£1,330
CPD and membership to subject-specific associations to improve the quality of teaching in the wider curriculum	Wider curriculum progress	£1500
Targeted Support		
Deputy Head: Provide support to specific children in targeted homework sessions Facilitating and providing BAME parental engagement work and early help. One to one mentoring of sample BAME children	Core curriculum progress	£10,195
Deputy Headteacher and TAs running English lessons focusing on Early Reading approaches using the standard RWI model.	Core curriculum progress	£13,142
Assistant Head: Provide support to specific children in targeted homework sessions	Core curriculum progress	£2,647
TAs running Language Link interventions	Core curriculum progress	£8,617
Volunteer reader regularly reading with children	Core curriculum progress	£660
TAs running precision teaching	Core curriculum progress	£5,896
Saturday School Tuition	Core curriculum progress	£6,500
Funding for extra-curricular clubs	Wider curricula and extra curricular	£6,500



Counselling service one day a week	Emotional Well being	£9,900
Learning Mentor Support	Emotional Well being	£26,190
Other Approaches		
Funding for school trips and residential trips	Wider curricular and extra curricular	£9,000
Funding for breakfast club	Wider curricular and extra curricular	£12,000



Area of spend	Intended outcomes – why these approaches were taken	Actions
Curriculum re-design, subject specific CPD for subject leaders and teacher and membership to subject specific associations	<ul style="list-style-type: none"> • To produce a curriculum map for all subjects which ensures knowledge and skills are sequenced coherently to ensure all pupils acquire the intended knowledge and skills • Excellent knowledge in geography, history and science is leading to subject matter being clearly taught to support pupils to embed learning in their long-term memory • Improved learning outcomes in wider curriculum 	<ul style="list-style-type: none"> • Deputy Headteacher & Assistant Headteacher re-design new curriculum mapping out progression in key subjects: Science, geography and history. • Subject specific CPD for subject leads and teachers • Subject leads membership to subject-specific associations to improve leader’s subject knowledge. • Analysis of outcomes and progress rates of pupils monitored termly.
Senior and middle leaders taking homework clubs in core subject areas	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives) • Improved confidence for pupils in specified areas • Learning tasks tailored to specific needs of pupils – closing gaps in understanding • Consolidation of learning completed in classes – time for practice and application of skills in project based club • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology 	<ul style="list-style-type: none"> • Regular reviews of progress of targeted children in termly Pupil Progress Review (PPR) meetings • Outcomes from PPR meetings shared with governors allowing them to scrutinise the impact of interventions of PPR children. • Regular communication between homework teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources



RWInc	<ul style="list-style-type: none"> To raise the attainment, and accelerate the progress, of our EAL children in phonics and reading in Keys Stage 1 and 2 	<ul style="list-style-type: none"> Creating a parallel system of English lessons focussing on Early Reading approaches using the standard RWI model Assess pupils to find baseline and group children accordingly Regular reviews of progress of targeted children in termly Pupil Progress Review (PPR) meetings Analysis of progress rates for those children that attend
Language Link support	<ul style="list-style-type: none"> Improved access to the language required to attain good outcomes in reading, writing and maths. Improved comprehension of language used in the classroom Improve confidence with use of spoken language Improve understanding of concepts, verb tenses, negatives and making associations 	<ul style="list-style-type: none"> Regular reviews of progress of targeted children in termly PPR meetings Outcomes from PPR meetings shared with governors allowing them to scrutinise the impact of interventions of PPR children. Language link assessments carried out yearly to check for overall progress. On-going reviews to check on pupil's progress within units and whether 1:1 intervention is required. Analysis of impact of the first year of Language Link in the Infant School presented to governors for scrutiny



Funding for extra-curricular clubs	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence • English language skills further applied and developed 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs • Capture children's voice to assess impact of clubs from the children's perspective
Funding for school trips and residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • SLT to liaise with parents and HT regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate
Funding for Breakfast Club	<ul style="list-style-type: none"> • Promote good attendance and punctuality • Healthy and nutritious breakfast so children ready to learn • Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning) 	<ul style="list-style-type: none"> • Inform parents of PP pupils that breakfast club available at no cost (encourage pupils to attend) • Monitor attendance of PP children • Analysis of attendance for the pupil premium children that attend our breakfast club compared to other children
Learning Mentor support	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for correct programme • Regular opportunities for ELSA/FEIPS to feedback to relevant staff and parents
1 to 1 reading support	<ul style="list-style-type: none"> • To provide dedicated 1 to 1 reading support for children that need additional support but may not be provided that support at home. • To foster enjoyment of reading 	<ul style="list-style-type: none"> • Analysis of progress rates of those that receive 1 to 1 reading support • Regular review of individual need at termly PPR meetings



1:1 Mentoring sessions and parental engagement – BAME children	<ul style="list-style-type: none"> To provide opportunities for pupils to review their achievements, celebrate their success and identify their next steps with a mentor in order to improve self-esteem, motivation, confidence and attainment in the classroom. To further engage parents with their child’s learning and needs to better support pupils both at school and at home 	<ul style="list-style-type: none"> Review achievements, celebrate success, identify and next steps with pupils on a fortnightly basis. Meet with parents of children on a half termly basis to review achievements and next steps at school and at home. Analysis of progress rates of those that receive 1 to 1 mentoring Regular review of individual needs at termly PPR
Counselling	<ul style="list-style-type: none"> To provide therapeutic support to pupils that may be experiencing temporary, or ongoing, challenges in their personal lives that is having an impact on their learning 	<ul style="list-style-type: none"> Regular review of pupils that may benefit from counselling Exit strategies developed for pupils once they finish their course of counselling if appropriate Close contact with parents/carers and counsellor
Saturday School Tuition	<ul style="list-style-type: none"> To provide tuition for Yr5 & 6 children that need additional support but may not be provided that support at home. To support pupils in developing their reading and writing skills 	<ul style="list-style-type: none"> Regular reviews of progress of targeted children in termly Pupil Progress Review (PPR) meetings Analysis of progress rates for those children that attend

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At our School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place in line with our pupil performance review (PPR) meetings.

When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governor’s teaching and learning committee.



Impact on EYFS

School FSM v Haringey FSM v National FSM v School not FSM v National not FSM	2018					2019					2020				
	School FSM	Haringey FSM	National FSM	Sch. Not FSM	Nat. Not FSM	School FSM	Haringey FSM	National FSM	Sch. Not FSM	Nat. Not FSM	School FSM	Haringey FSM	National FSM	Sch. Not FSM	Nat. Not FSM
% of pupils achieving GLD	43%	69%	57%	79%	74%	0% (2)	65%	57%	79%	74%					

Comment:

Impact Year 1 Phonics

School Disadvantaged v Haringey Disadvantaged v National Disadvantaged v School not Disadvantaged v National not Disadvantaged	2017-18						2018-19						2019-20					
	NP	School Dis.	Haringey Dis	National Dis.	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis	National Dis.	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis	National Dis.	Sch. Not Dis.	Nat. Not Dis.
% of pupils achieving expected standard in phonics		83%	81%	71%	88%	85%	6	67%	77%	71%	92%	84%						

Data taken from School Profile

Comment:



Impact End of KS1

School Disadvantaged v Haringey Disadvantaged v National Disadvantaged v School not Disadvantaged v National not Disadvantaged	2017-18						2018-19						2019-20					
	NP	School Dis.	Haringey Dis.	National Dis	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat
% of pupils achieving expected standard reading		55%	71%	61%	82%	79%	13	69%	72%	62%	86%	78%						
% of pupils achieving expected standard writing		50%	66%	54%	72%	74%	13	62%	70%	55%	77%	73%						
% of pupils achieving expected standard maths		70%	71%	62%	79%	80%	13	69%	72%	63%	84%	79%						

Data taken from School Profile

Comment:

Impact End of KS2



School Disadvantaged v Haringey Disadvantaged v National Disadvantaged v School not Disadvantaged v National not Disadvantaged	2017-18						2018-19						2019-20					
	NP	School Dis.	Haringey Dis.	National Dis	Sch. Not Dis.	Nat. Not Dis.	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat	NP	School Dis.	Haringey Dis.	National Dis	Sch Not Dis.	Not Dis. Nat
% of pupils achieving expected standard reading		55%	67%	63%	77%	80%	16	56%	65%	62%	87%	78%						
% of pupils achieving expected standard writing		77%	75%	67%	87%	83%	16	69%	75%	68%	90%	86%						
% of pupils achieving expected standard maths		65%	69%	63%	87%	80%	16	75%	71%	67%	97%	84%						

Data taken from School Profile

Comment:

Designated staff member in charge: Ayse Thomas

Link Governor Committee: Teaching and learning



Nominated governor: Karen Tate

A full review of the strategy will take place in September 2020