

October 2020

Dear Parent/Carer,

As you may be aware the Government provides Schools with a funding stream, applicable to specific groups of pupils. The following explains what Pupil Premium is, its value, how much The Arches has been awarded, what we are doing with it with in the upcoming academic year and a summary of its impact for 2018-2019.

Regards,
Michelle Ashfield
Headteacher

Pupil Premium Strategy

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on 1 school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Looked After Children data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Objectives for pupil premium at The Arches

1. The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils, including patching gaps created by the Covid 19 pandemic.
2. The funding will be used to diminish the differences between the achievement of these pupils and their peers.
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

School Policy

The Headteacher and Governing Body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Accountability

The Headteacher and leadership team will regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

Statistics 2020/2021

In school we have 127 pupils who are entitled to benefit from the additional funding (124xPP, 3xCLA, 1xService) Each entitled pupil premium pupil receiving £ 1 345 per annum, each 'child looked after' pupil receiving £2 345 each service child receiving £310. In 2020-2021, the school will receive £172 780 additional funds.

Strategy for using the funding

The school looked carefully at the needs of each pupil and decided to use the following intervention strategies supported by Pupil Premium (PP) money. Covid19 has to be considered as a limiting factor to the future success of the actions outlined below and will be considered when evaluating.

Allocation of Funds 2020/2021

Area	Cost 20/21	Impact/success criteria
Additional Staffing FS2	£13 118	Increased 'school readiness'. Greater phonics progress - children leave FS2 ready for Phase 5 phonics. The vast majority of children able to engage with learning, despite identified barriers and lack of preparation for FS2 due to CV19. All children successfully engage with SALT activities including NELI accessed as a direct result of CV19 catch up.
Bespoke interventions / enrichment time for staff through additional staffing	£9 900 £27 763 £34 025 £3 120	Much improved percentage of children passing phonics check June 2021. Differences in attainment, exacerbated through lockdown in identified groups or individual pupils, in core subjects are diminished over time. Support is given at the point of need. Specialist teaching for science, music, PE and computing across the school, releasing staff for 1:1 or group 'patch up' work. All children, from differing starting points, to make good or better progress, through additional, different and focused intervention. Improved numbers of pupils attain the expected and higher level in SATs at the end of KS1, with special reference to reading and writing.
Nurture Provision	£6 384	Improved emotional resilience. Nurture interventions positively impact on emotional and social development of children who have suffered mental health difficulties, exacerbated by the Covid19 pandemic. Impact will be demonstrated through SDQ and Boxall profile results, in addition to improved behaviour for learning.
Emotional literacy support (ELSA)	£6 384	A trained ELSA will be available to skilfully support children in crisis or trauma, in groups or on a 1:1 basis, fostering greater emotional resilience and engagement in the curriculum over time.
Forest Schools	£5 316	Improved mental wellbeing for all pupils as demonstrated through Boxall profile and SDQ results leading to greater emotional resilience and engagement in the curriculum. All children believe they can succeed and have individual talents. Children demonstrate improved teamwork and behaviours for learning, such as resilience, listening skills, leadership skills, measured risk taking and cooperation.
Breakfast Club (Subsidised places)	£9 500	Vulnerable children access a healthy breakfast ensuring a smooth transition into morning sessions facilitating greater engagement with the curriculum and children reporting more positive wellbeing scores.
Family Support	£32 808 £14 835	Trauma and crisis is addressed at source. Successful relationships are fostered with hard to reach families. Families are supported with implementing routines, boundaries, sleep hygiene, behaviour management, house management and money issues. All children have correct uniform and never go hungry. Families in need are issued with food bank vouchers or linked to the community pantry. No child misses a school trip or activity (CV19 dependant). Home lives are positively impacted upon ensuring children's basic needs are met, resulting in a child better able to engage with the curriculum on offer.
Individual Therapy	£1 470	Specialised, specific and targeted therapy impacts on the child's emotional wellbeing and ability to engage with their family, peers and the curriculum. Where necessary family therapy is initiated, creating a more harmonious home life, reflected in Boxall profile and SDQ results.
Holiday Club (Date TBC)	£3120	Targeted children attend 1 weeks holiday club, positive impacting on their mental health and wellbeing while also patching educational gaps. Children will take part in 1 hours sport per day to improve physical fitness, developing children's interest in sport that will last beyond the duration of the club.
Total amount allocated:	£172 780	

Evaluation of use of Pupil Premium Funding 2019/2020 Reviewed: October 2020

Area	Spend 19/20	Evaluation
Additional staffing: FS2	£18 416	PP money facilitated the employment of additional staffing within our FS2 department. The additional staffing positively impacted on school readiness and progress within phonics, reflected in their ability to make a good start in Year 1. The Good Level of Development in FS2 was not formally assessed due to Covid-19.
Bespoke interventions/enrichment time for staff through additional staffing	£30 883	Spending in this area meant that strategic support was given at the point of need. Differences in progress and attainment for identified pupils, or groups of pupils, in core subjects were diminished over a short period of time. Y1 phonics was on track to reach 80% at the point of Covid-19 lockdown demonstrating accelerated progress. Specialist teaching for Science, Music, PE and Computing took place across the school resulting the vast majority of pupils making good progress. KS1 and KS2 attainment was not formally assessed in 2020 due to Covid-19.
Nurture provision (4 afternoon sessions)	£17 347	PP money facilitated the running of 'Nurture Group', as recognised by the Nurture Group Network, increasing emotional resilience for targeted pupils. Spending in this area diminished the difference between the performance of PP children and non-disadvantaged. Formal assessment did not take place in 19-20 due to Covid-19. Impact was demonstrated by the vast majority of pupil premium children that accessed 'The Snug', who were, at the end of the intervention, able to access main stream learning successfully. Boxhall profiles taken before and after the intensive intervention demonstrate, that nurture interventions positively impacted on emotional and social development.
Emotional literacy support assistant	£11 267	Our trained ELSA skilfully supported children in crisis or trauma, throughout the school, fostering greater emotional resilience and improved engagement in the curriculum for those pupils over time. This was limited by the impact of Covid-19.
'My Happy Minds' programme	FREE	My Happy Minds was used throughout the school to help children address tier one mental health issues, and give the children tips and techniques to deal with anxiety. This positively impacted on children's engagement and achievement. This was reflected by the outcomes of the NHS Schools survey. The survey reports that 91% of children say 'Happy breathing' helps them, 63% have adopted the MHM language and in 58% of classes at least half the children were able to talk articulately about their character strengths as compared to 7% at the start of the program. 70% of teachers reported that MHM strategies were useful during the Coronavirus pandemic. The results are broadly reflected at The Arches.
Snug Lunch club	£6 080	Children, from each Key Stage, benefited daily from taking their lunch in 'The Snug', at the family dining table, eating with members of staff who were able to allay any fears the children might have in addition to helping them overcome social and emotional barriers. Children who benefited from Lunch club went into class happier and calmer, ready to access the afternoons learning, thus boosting their academic progress. Other benefits included: children learning table manners, making new friends and trying new foods, children became more confident in speaking and listening. The principles of 'Snug Lunch' were continued in a 'Covid secure' manner with children of key workers and vulnerable children during lockdown.
Breakfast Club Subsidised places	£9 500	Children, from across the school benefited daily from attending Breakfast Club in 'The Snug', at the family dining table. Children who benefited from Breakfast Club went into class happier and calmer, ready to access the days learning, thus facilitating greater access to the curriculum and boosting their academic progress. Breakfast club was continued during the Covid-19 pandemic, offered free to all key worker and vulnerable children.
Family support	£58 582	This money has proved invaluable to so many families in trauma or crisis. From bedtime tantrums to real family difficulties The Arches has been able to facilitate support for parents as and when they needed it. This money provided families in crisis with support for uniforms, shoes, hot dinners and snacks. NO child missed a trip opportunity due to financial difficulties. Transport was provided as necessary. Support in the home was provided as necessary. Parents were supported with money, mental health, universal credit, DLA applications and housing problems to name but a few... Food bank vouchers were issued to families who requested them and met the food bank requirements. During the Covid-19 pandemic family support took the form of: Delivery of free school meal parcels; Delivery of food boxes for the vulnerable; Daily phone calls to vulnerable parents; Twice weekly 'Covid secure' visits to vulnerable families where necessary, Free childcare for all vulnerable pupils and key worker children.
Individual therapy	£4 967	Several children received support from specialist support services this had a positive impact on their wellbeing and mental health which set them in good stead to maintain good emotional resilience during the Covid-19 pandemic.
Total amount allocated	£157,042	£2 over spend

