

The Spring Partnership Trust

2020-2021 Pupil Premium Strategy for Midfield Primary School



Amount of Pupil Premium Funding Received 2020-21

Total number of pupils on role	469
Number of pupils in receipt of the Pupil Premium Grant (PPG)	104
Number of pupils entitled to FSM on the day of the census and in receipt of PPG	84 (26%) of school population
Number of pupils who were entitled to FSM at any point since the last census day and in receipt of PPG	84
Number of LAC pupils in receipt of PPG	0
Number of Service pupils in receipt of PPG	0
Number of adopted pupils in receipt of PPG	3 with Special Guardianship Orders (post LAC)
Total PPG received	100 at £1320 = £132,000 3 at £2300 = £6,900 Total to date = £138,900

Identified Barriers to Educational Achievement

Midfield will continue to break down the following barriers for some pupils currently in receipt of the Pupil Premium Grant by focusing on:

- Focus 1 Access to the curriculum – under achieving groups, in particular those who should be working at Greater depth
- Focus 2 Access to enrichment activities – educational experiences such as trips, music lessons and participation in outdoor or physical activities
- Focus 3 Attendance
- Focus 4 Home engagement with the school - especially regarding attendance at information, workshop evenings, completion of homework
Pupils access to ICT/virtual learning and other learning opportunities within the home environment
- Focus 5 Children in receipt of the Pupil Premium Grant, who also have a SEND for cognition and learning
- Focus 6 Children in receipt of the Pupil Premium Grant, who have English as an additional language (EAL) - focusing on reading and writing

Focus 7 Aspiration – focusing particularly on higher achieving Pupil Premium pupils

Focus 8 Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs

Rationale for Expenditure

- *To enhance the progress of pupils from disadvantaged groups*
- *To close the progress gap*
- *To ensure the health and wellbeing of disadvantaged pupils*
- *To ensure that disadvantaged children have similar and enriched opportunities and experiences to those of their peers*

There is a focus on raising attainment through accelerated progress for children eligible for Pupil Premium Funding. This is particularly important for those children who also have SEN (including social, emotional or health needs) and those who had not achieved Age Related Expectations at the end of the previous academic year.

The school continues to make provision for PP eligible pupils through high quality teaching and Quality First teaching interventions. 6 weekly tracking of attainment and 'gap' analysis facilitates the development of targeted interventions (either academic or pastoral). These targeted interventions may take the form of small group or additional 1:1 work and their effectiveness is tracked to measure their impact before moving the children to their next learning steps. The school will continue to fund the deployment of staff and resources to develop and support learning interventions.

Midfield School is committed to equality of opportunity for all of its pupils. The school has high expectations for the attendance and punctuality of pupils and *engages with the Spring Trust appointed Educational Welfare Officer to ensure that pupils are able to access their legal right to an education. – What is happening about this?*

The school continues to develop resources, therapies and pastoral support which enhance learning. This year we have secured the services of a Counsellor specialising in Play Therapy. The school is part of the Government pilot study into supporting mental health and wellbeing for children. This involves working with practitioners from Bromley Wellbeing.

These include the provision of Speech and Language Therapy in school; Educational Psychology; Play Therapy and Neuro-Linguistic Programme Therapy. A large proportion of these resources are accessed by those pupils eligible for Pupil Premium Funding.

Midfield continues to be mindful of the changing emotional and social needs of pupils and the school continues to fund the provision of PIT Stop pastoral support. 'PIT Stop' and its team provides a valuable service to vulnerable pupils and their families. In addition, the PIT Stop Team continue to support classes of pupils with PAWsB Mindfulness training (helping pupils to learn skills to calm and self-regulate their feelings and anxieties) and a programme for Year 6 pupils on transition to secondary school.

Staff at Midfield are aware that at times families face financial difficulties. The cost of after school activities, clubs, specialist lessons, school trips and residential trips and opportunities can be expensive. School **may** consider subsidising these events for families whose children are eligible for PP funding. The school keeps a store of good quality used school uniform that parents and children may access to reduce the cost of replacing clothing throughout the year.

The school will continue to access a broader education and develop pupils aspirations through including workshops, additional excursions, inspirational visitors and assemblies. The school will continue to fund a minibus to help to reduce travel costs.

Midfield is committed to providing a wide and varied curriculum for all pupils. This includes the development of opportunities for pupils to learn outdoors. Pupil Premium Funding will continue to contribute to the development of the Edible Garden. This will develop awareness of how food grows and how it can be utilised by humans.

The school will continue to ensure that all pupils have access to healthy, nutritional school meals.

The school will ensure that high quality 'wrap around care' is available to parents and that no child will be hungry at the start of the school day.

Area of Spend	Focus	Total Allocation
Quality First Teaching	Raising attainment to diminish the difference	£15,000
Salary contributions for Inclusion Manager	Management of PP grant including monitoring of outcomes and impact	£15,000
Love to communicate SALT	Speech, language and Social Interaction	£16700
Salaries for SENCo Assistant	Personal and social and English and Maths	£20,000
Salary contributions for specialist teachers: Music, Computing and Languages	Music, Computing and Languages	£ 15,000
Provision for Pixel Intervention Programme	To boost progress and attainment	£15,000

Booster sessions (after school or during holiday times)	English and Maths -- to enhance progress and attainment	£5,000
Funding for extra enrichment activities (hockey, school trips, residential trips, Pantomime shows, Royal Opera House)	Personal and Social – to develop life experiences and expectations	£5,000
Cost of Transportation - Minibus	Personal and Social, Wellbeing	£3000
Well-being and SEMH: PIT Stop and pastoral support	Personal and Social	£20,000
Neuro-Linguistic Therapist	PSE wellbeing – to improve self-esteem, expectations and learn to self-regulation	£3000
Kent counsellor – partially funded	PSE, Wellbeing, mental Health	£3000
Outdoor Learning opportunities	PSE, Science, Wellbeing to develop opportunities and expectations, to enhance understanding of a healthy diet	£2000
Educational Psychologist Assessments	Learning and Wellbeing	£3000
Reading Eggs	Learning – cost of license	
Contribution to costs of Dyslexia Assessment and Teaching Package -	Learning	£3200
Approximate Total Spend		£137,700

Planned Spending for 2018-19

Area of Spend	Focus	Actions	Outcomes
Teaching and Learning		To enhance progress and to close learning gaps for disadvantaged pupils	
<ul style="list-style-type: none"> Quality first Teaching. Targeted Support. 	{1,5,6,7,	<ul style="list-style-type: none"> Identifying PP pupils in planning and targeting them in focus groups/individually. Assessment for Learning strategies & opportunities to be identified and implemented effectively. Ongoing use of Target Tracker to identify next steps and gaps in learning. 	<ul style="list-style-type: none"> Quality First teaching impacts on the learning of all pupils, especially pupils eligible for the Pupil Premium payment. Quality First Teaching identifies, targets and supports the progress of PP pupils, resulting in better outcomes for all. All teaching is good and fully meets the needs of pupils – resulting in enhanced progress this is tracked through half termly progress meetings

		<ul style="list-style-type: none"> Professional Development Meetings (PDM) in order to upskill our staff. Moderation with other schools in Spring Trust. Developing the use of Target Tracker in school and track the progress and attainment of disadvantaged children. Invite parents to meetings to discuss poor progress. Use of Maths Mastery 	<ul style="list-style-type: none"> Gaps in achievement close rapidly through targeted interventions that support the accelerated progress of PP pupils, in particular for the following groups: WH/BRI boys PP/SEN and children of Traveller Heritage The effectiveness of interventions are assessed through pupils progress and adjusted accordingly School % Gaps between Disadvantaged and Non-disadvantaged groups to close by 5% and then 10% in all assessed areas.
<ul style="list-style-type: none"> Salary contributions for Inclusion Manager Learning Interventions by SLT Pixel Intervention Programme Booster Sessions 	<p>1,2,3,4,5,6,7,8</p> <p>1,4,7</p> <p>1,4,5,7</p> <p>1,2,4,5,6,7</p>	<ul style="list-style-type: none"> Management of PP grant including monitoring of outcomes and impact Interaction with all agencies to maximise opportunities and meet the needs of pupil. Teaching classes and groups to enhance learning and model teaching strategies. To analyse Pupil Progress data and work with Class Teachers and Inclusion Manager to identify learning and opportunity gaps. Allocate staff to deliver the programme in planned interventions <p>Easter School for Year 6 Pupils – part funding for 2 teachers.</p>	<ul style="list-style-type: none"> Strategic direction for use of resources results in better outcomes for pupils eligible for PP payment Pupils access a range of therapies, assessments and programmes which facilitate learning and enhance progress Teaching staff benefit from developing practise. Tracking of progress and attainment and development of planned interventions to close gaps enhances progress. Children will show enhanced progress towards their targets. The gap between disadvantaged and other children will close in line with the targets above.

<ul style="list-style-type: none"> Catch up sessions 	1,2,4,5,6,7	<ul style="list-style-type: none"> Meetings for Parents to develop awareness of SAT's curriculum. <p>To address gaps caused by Covid19 epidemic</p>	<ul style="list-style-type: none"> Year 6 pupils have equal opportunity to access learning. Parents contribute to pupils learning Year 6 pupils eligible for PP payment have good outcomes at the end of Key Stage 2. Pupils gaps will be identified through gap analyses Pupils will be offered after school catch up sessions to close the gaps
<ul style="list-style-type: none"> Support from Saint Olave Grammar School for Yr 5 Pupils who are potentially GD – 	1,2,4,5,6,7	<ul style="list-style-type: none"> Visiting tutor from St O to focus on raising the achievements and aspirations of PP children who are high achievers. (Post Covid epidemic) 	<ul style="list-style-type: none"> Teaching staff identify key children Weekly tutoring in school Pupils increasingly aware of a range of Secondary options
<ul style="list-style-type: none"> Reading Eggs and Mathletics programmes 	1,4,5,6	<ul style="list-style-type: none"> to use software programmes to enhance the presentation of reading and maths interventions 	<ul style="list-style-type: none"> Children will engage readily with the programmes from their starting points Children will be able to access the programmes from home Progress through the programme will be shown in the data analysis and inform planning for future interventions.
<ul style="list-style-type: none"> Provision of technology (under Govt scheme) to disadvantaged pupils to enable them to securely 	1,4,5,6,7	<p>Parents of children who are 'disadvantaged' encouraged to apply for ICT support under the guidance from the Govt. Coronavirus scheme (if ongoing)</p>	<ul style="list-style-type: none"> Parents and children will be able to engage in home learning packages offered by schools during the Covid19 restrictions and beyond

access on line learning at home			
Therapeutic Support		To provide therapies which meet the needs of pupils health and wellbeing	
<ul style="list-style-type: none"> SALT 	1,4,5	<ul style="list-style-type: none"> To work with borough and School commissioned SALT's to develop and deliver programmes to address pupils needs. All staff to model excellent use of English at all times – focus on using determiners in speech to correct children's learned speech patterns. To assess value for money by the commissioned service through moderation of children's speech and language impact on their progress. 	<ul style="list-style-type: none"> Pupils eligible for PP payment with Speech and Language Therapy needs will access necessary therapy. Programmes will be delivered – the result of this being improvement in speech and language and an impact on progress in reading and writing. Pupils will receive optimal service School will assure value for money.
<ul style="list-style-type: none"> Neuro-Linguistic Therapist Kent counselling Service 	2,4,5,7,8	<ul style="list-style-type: none"> Staff or parents to refer pupils to this service Working with therapist to develop emotional regulation, raise self-esteem and confidence, control anxiety. Inclusion Manager and Pastoral Support Manager to work with NLP Therapist to develop supportive strategies for pupils and to moderate effectiveness of the NLP – ensuring value for money. 	<ul style="list-style-type: none"> Pupils eligible for PP payments will access this resource. Parents will support their children in completing the exercises set. Pupils will develop resilience, self-confidence, self-esteem and self-regulation. This will impact on wellbeing and academic progress.
PAWS B Mindfulness (PIT Stop team)	2,8	<ul style="list-style-type: none"> Pastoral Manager and Team to deliver PAWS B sessions in class to nominated year groups. Teachers to use techniques to support mindfulness in class. 	<ul style="list-style-type: none"> Pupils will practise Mindfulness to techniques to develop their own resilience and self-regulation. support pupils. This will increase well-being and enhance academic progress.
		<ul style="list-style-type: none"> To signpost alternate pathways for pupils needs. 	

<ul style="list-style-type: none"> Educational/Clinical Psychologist Dyslexia Assessment and support 	<p>1,4,5,6,7,8</p> <p>1,2,4,5,6,7,8</p>	<ul style="list-style-type: none"> Engage with Psychology professionals to form Service Level agreements which are best value for money Refer individuals for assessment in relation to their need Work with colleagues to follow strategies to support learning and well-being Work with parents to engage support from home Class teachers and SENCo to identify need Engagement with Dyslexia Assessor to refer and organise assessments and support sessions Work with parents and colleagues to ensure that strategies are put into place. 	<ul style="list-style-type: none"> Children will be more able to engage in learning. Appropriate support will be provided or sought to meet the individual learning, social, emotional and health needs of disadvantaged children. Appropriate support will be provided to support learning and develop life skills
Enhancing Life Experiences and Expectations		To broaden the opportunities and experiences of disadvantaged pupils	
<ul style="list-style-type: none"> Salary contributions for specialist teachers: Music, Computing and Languages Funding for extra enrichment activities (sports, school trips, residential trips, Pantomime shows) 	<p>2,7</p> <p>1,2,4,7</p>	<ul style="list-style-type: none"> Pupils to receive specialist teaching in Music, Sport, ICT and Spanish. Consider funding specialist music teachers for individual instrument learning. Specialist teachers to run after school clubs at no or reduced rates for disadvantaged pupils. Staff will develop a programme of activities and events which will enhance the life experiences of pupils – 1 trip per term. 	<ul style="list-style-type: none"> All pupils will receive an enriched curriculum – this will develop aspirations in areas that might not be otherwise accessed. All pupils will receive an enriched curriculum – this will develop aspirations in areas that might not be otherwise accessed.

<ul style="list-style-type: none"> • Transportation to extra-curricular events – contribution to costs of running mini-bus • Outdoor Learning • Partial funding of Outdoor Learning PTP 	<p>2,4,7</p> <p>2,5,6,7,8</p>	<ul style="list-style-type: none"> • Parents will be offered financial assistance to ensure that pupils eligible for PP payments will be able to access opportunities. • No disadvantaged child will be denied a place on an activity based on payment alone. • Parents will be assisted in acquiring specialist equipment or clothing for activities where appropriate. • Minibus will be rented, serviced and insured appropriately. • Costs of fuel. • Development of the outdoor curriculum (PLC). • Ongoing development of the Edible Garden • Purchase of resources and waterproof clothing to ensure equal access for all. • Links to outside agencies and school kitchen. 	<ul style="list-style-type: none"> • Pupils will be provided with suitable outdoor wear if appropriate to ensure participation • Costs of transportation to extra-curricular activities and events will be reduced. This will help to ensure the participation of disadvantaged children. • Pupils will benefit from a wide and varied curriculum. • Pupils will be able to interact with natural resources and develop their understanding of science, horticulture and a healthy diet. This will impact positively on learning, health and wellbeing.
Attendance		To ensure that there is no gap between the attendance % of disadvantaged and non disadvantaged pupils.	
<ul style="list-style-type: none"> • Family Worker/ • Attendance officer • Partial funding 	1,2,3,4	<ul style="list-style-type: none"> • 1st day calling for absence. • Working with parents to promote attendance. • Letters to parents to challenge low attendance. • Referring to EWO for persistent absenteeism. • Generating data to allow analysis and tracking of attendance which informs actions and strategies for groups and individuals within the school. • Meetings with parents re absence and the legal requirements and rights of children to an education. • Representing the school at court when required. 	<ul style="list-style-type: none"> • Attendance of pupils eligible for PP payment will be 96%+ • Rate of persistent absenteeism within the PP eligible groups will reduce • Parents will understand that their children have a legal right to education which they have a responsibility to ensure – they will work with the school in order to improve attendance when necessary.

			<ul style="list-style-type: none"> Positive impact of improved attendance on progress and attainment for those pupils eligible for PP payments.
SEMH needs and Wellbeing			
<ul style="list-style-type: none"> Extended School opportunities 	4,7	<ul style="list-style-type: none"> Pupils eligible for PP payment will access extended school opportunities. 	<ul style="list-style-type: none"> Investigate the possibility of funding places to ensure the safety and wellbeing of pupils and supporting working parents
Nutritional needs	4,7	<ul style="list-style-type: none"> Disadvantaged pupils encouraged to eat a healthy school meal each day During Covid 19 restrictions, parents will register for and collect food hampers on a weekly basis. Advice to parents on providing healthy school lunchboxes Science and PSHE focus on developing a healthy lifestyle Children experience Edible Garden development. Families suffering disadvantage or Financial Hardship will be offered Food Bank Vouchers (through Family Worker) 	<ul style="list-style-type: none"> Pupils eligible for PP Payment will receive a healthy, nutritious meal at school each day. Parents will be able to provide nutritional food at lunchtimes while their children are at home during the Covid19 restrictions. Pupils and families will have food to eat at home.
<ul style="list-style-type: none"> Well-being and SEMH: PIT Stop and pastoral support (Pastoral support Manager and 2 assistants) 	2,4,5,8	<ul style="list-style-type: none"> Ongoing contribution to PIT Stop programme and partial funding of the team. Regular Inclusion Team Meetings to ensure that team is well informed about the needs of the pupils. Collection and analysis of data related to programmes and groups. Cross reference to changes in behaviour patterns Implementation of small group and 1:1 interventions to support vulnerable pupils. PAWs B Mindfulness programme with classes. Playground support for unstructured activities. The development of Child Centred Activity (OPAL Initiative). 	<ul style="list-style-type: none"> All pupils will have high levels of wellbeing through the provision of targeted SEMH support. This will be reflected in improvements in attainment, progress and behavioural data.

<ul style="list-style-type: none">• Uniform Bank		<ul style="list-style-type: none">• Accessing behavioural support for pupils.• School Uniform Bank developed from good quality pre-used uniform• Parents informed that they may access this on regular intervals or by individual appointment	<ul style="list-style-type: none">• All pupils will be well presented and wearing appropriate uniform• Pupils will identify as being Midfield pupils and no child will feel marginalised through financial difficulties within their families.
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