

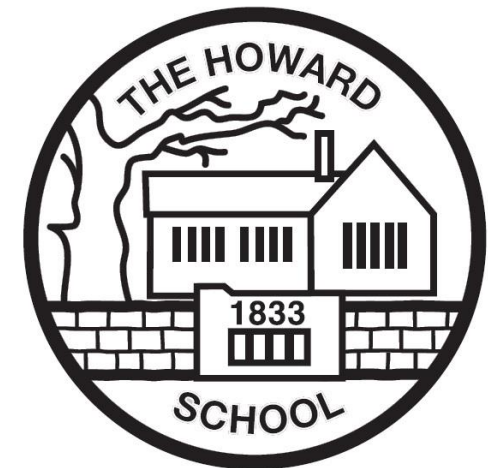


Educating for 'life in all its fullness.'

Ackworth Howard C of E School

Pupil Premium / Recovery Grant Funding

2021-2022



Rationale

Educating for 'life in all its fullness.'

Providing opportunities for growth in mind, body and spirit through inspirational and innovative education underpinned by a deeply Christian ethos. Those who learn and work here will develop confidence, embrace creativity and enhance their knowledge and skills so that they can experience 'life in all its fullness.' (John 10:10)

Ackworth Howard recognises that all pupils regardless of their background should have equal access to a curriculum which will enable them to reach their potential. The pupil premium is a Government initiative that targets extra money to pupils from deprived backgrounds, which, research shows; underachieve, compared to their peers. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils eligible for Free School meals. Looked after Children are also eligible for this increased funding. The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support these pupils to increase their attainment, and 'diminish the difference' between their attainment and the attainment of other pupils.

The amount of funding allocated per pupil is £1320. In addition to the Pupil Premium Funding, schools are provided up to £300 for every 3 and 4 year old from a low-income family to help prevent them falling behind before they have even started school. The early year's pupil premium is designed to narrow the attainment gap between young children from low-income families and their peers, setting them on a path to a more successful future. Additional Pupil Premium funding is also provided for service children and post adoption children within this school.

Our strategy is informed by key research including:

- Sutton Trust
- EEF (Education Endowment Foundation)
- The National Literacy Trust
- Institute for Effective Education

Monitoring Pupil Premium Funding Spend

Thorough evaluation of the progress of pupils helps us to identify where there is need for intervention and strategies to promote improvement. Interventions are adapted and changed if they do not meet the needs of the pupils.

A wide range of evidence is used to assess the impact of the Pupil Premium Funding spend.

- Assessment data is collected, monitored and analysed in order to inform the attainment and progress of pupils.
- Attendance data is collated and analysed.
- Teaching staff attend regular pupil progress meetings.
- The school undertakes activities in line with its monitoring and evaluation cycle.
- Parent/pupil/staff voice informs evaluations of projects.
- Case studies are used to evaluate the impact of pastoral interventions where applicable.

Recovery Premium Funding

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help schools to deliver evidence-based approaches for supporting disadvantaged pupils.

The recovery premium will be allocated using the same data as the pupil premium. This means the following pupils will attract recovery premium funding to schools:

- pupils who are eligible for free schools meals (FSM)
- pupils who have been eligible for free school meals at any point in the last 6 years
- children looked after by local authorities and referred to as looked-after children (LAC)
- post-looked after children (post-LAC)

School allocations are calculated on a per pupil basis and our school will receive £145 for each eligible pupil. A minimum payment that is being referred to as a 'floor' has been applied which is helpful to us as it means we are eligible for £2,000.

Schools should spend this premium on evidence-based approaches to supporting pupils. In line with the Education Endowment Foundation's pupil premium guide, activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the pupil premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
- direct recovery premium spending where they think the need is greatest

Pupil Premium Funding Allocation (Financial Year)				
2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
£22,440	£21,080	£19,420	£16,105	£17,105*

Funding

- Pupil Premium grant is based on the number of pupils eligible for Free School Meals in the October 2020 Census, plus any pupils who have been eligible for Free School Meals at any point during the past 6 years. Looked after and service children will receive additional funding also.
- The School-led tutoring grant in Academic Year 2021/22 is calculated based on the number of pupils eligible for the Pupil Premium. £203 for 60% of eligible pupils, from Year 1 to Year 6.

Timescale for PPG	April 2021 to April 2022
Number of Pupils On Roll	205
Number of Pupils Eligible for PPG	12
Amount of PPG Received Per Pupil	£1,345
Additional LAC Services Fund	£2,300 x2 (LAC) £310 x1 (Services)
Total Amount of PPG Received	£17,105
Amount Spent	£21,446
Additional Funds from School Funding	£2,341
Date of Most Recent PP Review	External Review June 2019 Internal June 2021
Date of Next PP Review	Internal Review June 2022
Recovery Premium Funding	£2000

*Total does not include the Recovery Premium Funding

Nature of Support - Focus

- Limit the effects of the COVID-19 pandemic by ensuring effective reactive and proactive measures both academically and pastorally.
- Ensure there are no gaps between groups of pupils.
- Ensure a broad and balanced, local curriculum that provides education for 'life in all its fullness.'
- Ensure high quality first teaching strategies are implemented across the school.

Focus	Intended Spend	Actual Spend
Teaching and Whole School Strategies	£2,963	
Targeted Approaches	£10,173	
Wider Strategies	£8,310	
Barriers to future attainment		
In-school barriers (issues to be addressed in school)	<ul style="list-style-type: none"> • Emotional regulation and stability in readiness for academic learning including mental health and wellbeing as a result of the pandemic. • Low self-esteem and resilience. • Gaps in experiences and cultural capital gains that are supportive of their learning and wider development. • Gaps in learning. • Areas identified within the School Development plan. 	
External barriers (issues which also require action outside school, such as low attendance rates)	<ul style="list-style-type: none"> • Fragmented family structures including family stress and low resilience. • Pressures and anxieties – Covid-19 • Pupils experiencing loss and bereavement 	

The allocated funding will be spent on: -

Teaching and Whole School Strategies
<i>Improving the quality of the curriculum and teaching pedagogy.</i>
<i>Investment in professional Development.</i>
<i>Support for Early Career Teachers.</i>
<i>Access to Digital Learning.</i>
<i>Provision for Specialist Music Teaching.</i>
Targeted Approaches
<i>Use of Additional Adults to Facilitate Learning and Responsive Interventions – Small Group Tuition.</i>
<i>Investment in the National Tutoring Programme – Academic Advocate or White Rose Mathematics Tutoring.</i>
Wider Strategies
<i>Employment of a SEMHW Advocate – Social and Emotional Learning.</i>
<i>Supporting Children's Mental Health and Wellbeing by Combining Music, Sound and Mindfulness Techniques.</i>
<i>Investment in Professional Development.</i>
<i>Access to all Curriculum and School Activities through Subsidies and Funding.</i>
<i>Provision of Uniform for Vulnerable Children.</i>
<i>Subsidised Breakfast Club for Families – Extending School Time.</i>
<i>Development of a Bespoke Pre-Nursery Transition Programme.</i>

Action Plan 2021 – 2022

Planned Expenditure /Resource	Actions	Cost	EEF T&L Toolkit Impact (Months)
Teaching and Whole School Strategies Improving the quality of the curriculum and teaching pedagogy.	<ul style="list-style-type: none"> Continue to refine school’s evidenced based curriculum approaches. Reimagine instructional practices by leveraging the lessons learned from pandemic teaching and embracing authentic learning experiences as a way to accelerate learning and close gaps. Focus upon four key ideas to rethink, refocus, and reimagine teaching and learning: <ul style="list-style-type: none"> Focus on quality of core instruction Provide “Acceleration Opportunities” Elevate the Importance of Formative Assessment Focus on Power Essentials Ensure key development areas within the School Development Plan are deliverable – particularly in relation to early writing and mathematics. 	Incorporated within other areas of this plan. Resource costs linked within these actions are allocated within the school budget.	+8 (Feedback) +7 (Metacognition and Self-Regulation) +5 (Mastery Learning) +3 (Individualised Instruction)
Teaching and Whole School Strategies Investment in professional Development.	<ul style="list-style-type: none"> Training for all relevant staff (including new to role staff) to ensure accelerated learning and curriculum impact. Support for Early Career Teachers. 	£1000	+3 (Individualised Instruction)
Teaching and Whole School Strategies Access to Digital Learning.	<ul style="list-style-type: none"> Provide access to a range of ICT programmes in order to develop key basic skills both at home and through booster sessions / intervention groups in school. Access driven by learning and teaching goals rather than a specific technology. 	£963	+4 (Digital Technologies)
Teaching and Whole School Strategies Provide specialist music teaching.	<ul style="list-style-type: none"> Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience. Fund 100% cost of peripatetic lessons for PP pupils. 	£1000	+2 (Arts Participation)

<p>Targeted Approaches Use of additional adults to facilitate learning and responsive interventions for phonics, reading, writing and maths.</p>	<ul style="list-style-type: none"> Targeted support for children to access the curriculum at the expected level through pre-learning tasks & responsive interventions. Small group tuition / 1:1 tuition to extend children's ability to meet/exceed age related expectations. Same day Precision Interventions to tackle misunderstanding/ underachievement. 	£5950	+5 (1:1 Tuition) +4 (Small Group Tuition) +1 (Teaching Assistants)
<p>Targeted Approaches Investment in the National Tutoring Programme – Academic Advocate or White Rose Mathematics Tutoring.</p>	<ul style="list-style-type: none"> Apply to be part of the Academic Mentor programme. Apply for face to face tutoring for identified pupils in Key Stage 2 through the National Tutoring Programme – White Rose Maths Tutoring. 	Approx £6000 for Academic Advocate (Not Allocated in this Plan) £1260 National Tutoring Programme – White Rose	+5 (1-1 Tuition) +4 (Small Group Tuition)
<p>Wider Strategy Employment of a SEMHW Advocate – Social and Emotional Learning.</p>	<ul style="list-style-type: none"> Appointment of an SEMHW (Social, Emotional, Mental Health and Wellbeing) Advocate. 	£5300	+4 (Social and Emotional Learning)
<p>Wider Strategy Musical Mindfulness – Full-day Workshop Session</p>	<ul style="list-style-type: none"> Provide a musical mindfulness workshop linked to the autumn curriculum thread of diversity. Supporting children's mental health and wellbeing by combining music, sound and mindfulness techniques. 	£360	+4 (Social and Emotional Learning)
<p>Wider Strategy Investment in Professional Development and SEMH toolkit (Boxall Profile).</p>	<ul style="list-style-type: none"> Training for all relevant staff (including new to role staff) to ensure emotional regulation and stability in readiness for academic learning including mental health and wellbeing as a result of the pandemic. Investment in the Boxall Profile to assess, monitor and plan strategies for SEMH needs in vulnerable children. 	£1000	+4 (Social and Emotional Learning)
<p>Wider Strategies Provision of uniform for vulnerable children.</p>	<ul style="list-style-type: none"> Purchase (specified) uniform for registered pupil premium children to ensure that this is not a barrier to learning/attendance as part of a broader school improvement process. 	£300	+0 (Uniform) However, this is based on limited research. Our own school context suggests that pride in our uniform, a symbol of the Howard Family, forms part of a

			broader system of school improvement processes such as the ethos, vision, culture and behaviour.
Wider Strategies To extend work with families and their children before they begin attending Nursery.	<ul style="list-style-type: none"> Develop a bespoke pre-Nursery transition programme. Work with parents before their children start in Nursery to model how to share books at home and actively encourage parents to do this as soon as possible. Introduce a weekly performance of a Nursery rhyme and re-iterate the importance of practising this at home every day. Introduce home learning activities relating to books. Increase the profile of the Learning Mentor so that she is regularly involved in any future pre-Nursery provision. 	£250	+3 (Parental Engagement) +4 (Social and Emotional Learning) +5 (Early Years Interventions)
Wider Strategies To enable all children to have access to the curriculum and school activities.	<ul style="list-style-type: none"> Subsidise costs of visits/ in school activities where voluntary contributions are asked of children. PP funded 100% of visit cost. Subsidise costs of residential visits. PP funded 50% residential cost. 	£500	+4 (Experiences / Outdoor Adventure Learning)
Wider Strategies Subsidised Breakfast Club for Families – Extending School Time.	<ul style="list-style-type: none"> Reduced cost of breakfast club for PP pupils by 50%. Where need arises, short term funded breakfast club will be offered for vulnerable pupils in need of family support. Pre-learning programmes including reading support/interventions will be offered. Teachers will support this initiative. 	£300	+2 (Extending School Time) +4 (Social and Emotional Learning) +5 (Peer Tutoring)
Wider Strategies To ensure that activity clubs are accessible for all.	<ul style="list-style-type: none"> Regular planned after school activity clubs across each year group. Subsidised after school activity clubs provided to pupils. Activity clubs are free for pupils eligible for PP funding. 	£300	+2 (Sports/Arts Participation) +2 (Extending School Time)

Monitoring and Implementation 2021 – 2022

Area	Challenge	Mitigating Action
Teaching and Whole School Strategies	<ul style="list-style-type: none"> Ensuring enough time is allocated to allow for staff professional development. Impact on learning due to the pandemic. 	<ul style="list-style-type: none"> Planned non-contact time to ensure professional development opportunities, leadership release time, mentoring time and course attendance. This includes use of INSET days etc. Rather than focus on the negative, use this as an opportunity to reimagine school’s instructional practices by leveraging the lessons learned from pandemic teaching and embracing authentic learning experiences as a way to accelerate learning and close the gaps.
Targeted Approaches	<ul style="list-style-type: none"> Staff availability and expertise to accelerate learning. Low proportion of disadvantaged pupils in school which does not meet eligibility requirements for many opportunities within funding government initiatives and support. 	<ul style="list-style-type: none"> Plan for efficient and streamlined allocation of staff to ensure support where needed. Instead of remediation, focus on acceleration. Accelerate learning to close gaps through engaging and meaningful experiences outside of normal classroom instruction. Apply and express interest in meaningful opportunities that can support the context of our school.
Wider Strategies	<ul style="list-style-type: none"> New role in school – SEMHW Advocate. Engaging the families facing most challenges. 	<ul style="list-style-type: none"> Collaborative approach within the Inclusion Team in order to develop proactive support systems. Strong and effective communication. Delivery of the supportive mechanisms stated in the wider strategic actions.