



PUPIL PREMIUM SPEND PROJECTION 2019-2020

| Date | £ per pupil | Number of eligible pupils | £ Total for KGS |
|-------------|-------------|---------------------------|-----------------|
| 2019 – 2020 | £1,320 | 91 | £120,120.00 |

Main barriers to educational achievement for pupils identified as Pupil Premium children

For some pupils, barriers may include SEND, EAL related challenges or, in some cases, both SEND and EAL.

As a growing school, families need support to understand the educational benefits there are in being identified as a child in receipt of pupil premium and the educational progress that can be made through this plan.

Specific subject areas have been identified as a challenge, with a Reading being an early barrier for many pupils.

Some children arrive ill-prepared for the day and have a lack of exposure to enrichment activities in their home life.

Some children benefit from teaching in smaller groups as large groups do not always enable a focus on specific needs

Specific needs include, for example, social and language skills which may be a disadvantage and may impede confidence in learning

Proposed Strategies for overcoming the barriers to progress are:

Some support for families with uniform and clothing requirements

Providing financial support for extra-curricular provision and enrichment opportunities

Providing focused intervention groups, including 1:1 tuition opportunities for specific children, identified through pupil progress meetings, to make rapid progress in all core subject areas

Access to text through a rich range of reading materials, specific to pupil premium children's needs.

Measuring Impact and Renewal

The impact of this pupil premium plan will be evaluated in July 2019, with the areas of significant progress being clearly shown in the 'actual impact' column below for each area. This plan will be reviewed following this evaluation, which will feed into the Pupil Premium Plan for the 2019/20 academic year.



| Initiative | Allocation | Summary of intervention | Proposed Impact |
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| Allocation of designated time from non-class based senior leaders (Inclusion Leader and HT) to train support staff in reading, writing and maths support to rapidly identify and address needs of PPG children. | Part of salaries and training time for Support staff = £22 000 | High-impact support, led and managed by two senior leaders with impact measured every half-term to ensure accelerated progress for target PPG children. | Increased self-esteem with supported access the curriculum. Outcomes for PPG children will be high and gaps will close. |
| Allocation of time for Inclusion leader to support, deliver and manage interventions and provide in-house, bespoke and external training to ensure high impact. | Part of salaries and training time for Support staff = £60 000 | To develop, design, assign and monitor interventions. To train/provide effective training for support staff to ensure high impact when teaching intervention groups. | Accelerated progress of PPG children. Outcomes for PPG children will be high and gaps will close. Core skills will be embedded due to well-planned, time-limited interventions. |
| Allocation of time for AHT KS2 and phase leaders to target PP children not on track and not making good progress through Pupil Progress meetings, team meetings, team teaching and observations with targeted feedback. | Part of salaries and training time for staff = £9 000 | To track and target both attainment and progress of PPG children. To liaise with Inclusion on quality of interventions. | Monitoring and target setting will be regular and accurate. Outcomes for PPG children will be high. Children will make expected progress or better. |
| Staff CPD (see above including access for staff to training and development through BPSI, Arbor training, SaLT training) | £2 500 (BPSI) £900 (Arbor) £2 900 | Specialist staff training from external sources and from Barnet LA to ensure QFT and to support effective teaching, assessment and understanding of children with high needs. | Staff at all levels will be confident in planning and delivering QFT to all children, particularly PPG children. Teaching and learning will have greater impact and will be fully inclusive, ensuring the best possible progress and outcomes for PPG children. Data will show that PPG children are making good or better progress and gaps are closing. |
| Speech and Language Therapy provision for identified children | £12, 000 | To tackle specific issues that are leading to underperformance; to build self-esteem and confidence in order to aid learning and progress; to provide small group intervention that focuses on specific and identified need that is a barrier to learning. | Children will make good progress and impact of S&L needs on learning will be minimized. |



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| HIST advisor to work in partnership with school to support PP children identified by Inclusion Leader | £3,000 (part cost of buy-in to BPSI services) | To raise attainment and ensure progress for identified children who have barriers to learning due to social and emotional needs. | Contribution from team to individual plan for specific children will ensure that they make good progress and can, where possible, reach age related expectation. |
| Support with uniform | £2,093 | WPS will pay £23 of the cost of a full set of school uniform. | All pupils feel part of the school community. Pupils are happy, confident and have high levels of self- esteem. All pupils will consistently wear the correct school uniform. |
| Educational Visits | £3,700 | Pupils will receive subsidised educational visits (WPS will pay £23 of total cost) | All pupils will be able to attend school visits. Pupils will have a deeper knowledge and understanding of the curriculum. Learning is enhanced and links are made with real life experiences |
| Play Therapy from Raphael House | £4,500 | To support identified children who have barriers to learning due to emotional needs. To enable progress for these children by removing these barriers and allow better access to the curriculum | Target children make good progress and, where possible and appropriate, they achieve in line with age related expectations. |
| Part subsidised Before/After school activities and clubs and some trips and visits | £4,000 | To ensure all children have a wide range of activities through extended schools opportunities – 1 free clubs is available each week for each PP child To enable all children to access a wide range of opportunities, WPS will pay £23 of total cost or 1 after school club / breakfast club can be provided free. | Learning clubs support children's learning and progress before and after school. Children are able to access a wide range of different activities to enhance in-class learning and to help them to make links and have new experiences and opportunities. A range of opportunities is provided for children to broaden their skills and experiences of life, culture and religion. |
| Learning resources | £1 000 | Purchase of additional resources e.g. books, ICT, assessments, sensory/speech & language, play therapy toys based on diagnosis of pupil need. | Pupil's access personalised learning opportunities through targeted use of resources and therapy room Pupils listening, attention, managing feelings, and behaviour are improved compared to their starting points. Pupil progress and attainment will be in line with, or quickly improving compared to that of their peers. |
| Reading books to improve home - school reading and provide wider range of reading materials and resources within school | £2 000 | To ensure that there is a variety of texts and resources to enhance learning for children in need of additional support in order to reach ARE (Age expectations) challenge and those working at a higher ability | To improve outcomes for all children in terms of reading To ensure there is a wide range of reading materials that every child can enjoy and access at home, even if they have to read alone. |
| Total Expenditure | £127,343 | | |



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| | (the school will subsidise the remaining £7223 plus any additional costs incurred) | | |
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