



# THE PUPIL PREMIUM

How it is used, and its impact

2019-20 and 2020-21

Type of Pupil Premium	No. of children 2019-20	Amount 2019-20	No. of childr 2020-21	Amou 2020-21
Free School Meals	9	£11,880	5	£6,725
Service Family	54	£16,200	62	£19,220
Post Looked After Children	1	2,345	1	£2,345
Total	64	£32,680	68	£28,290

How is it used?	What has been the impact?
<b>To staff and run our 'Rainbow Room' which provides emotional support for children</b>	
<ul style="list-style-type: none"> <li>• Time spent with the ELSA (Emotional Literacy Support Advisor) is fluid – and can be used to support children who are struggling emotionally.</li> <li>• Children are identified for support if they have emotional needs that are a barrier to their learning – these can be Service Family children, children receiving Free School Meals but also any children who need support.</li> <li>• Children are supported both in the classroom and individually to address their needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Often, a short spell with the ELSA addresses the issues that are preventing a child from learning and progress can be rapid as a result.</li> <li>• Questionnaires given to parents who have received ELSA support comment on the impact that it has had on the emotional well-being of their children.</li> <li>• Children who have been affected by bereavement and their families have felt much more supported in coping with feelings of loss.</li> <li>• Links have been built with parents away on deployment which lessens the anxieties that children have, and so impacts positively on their learning.</li> </ul>

## Specific sessions for Service Family children and parents

- There are regular 'drop in' sessions where parents can talk to the ELSA and Family Liaison Officer – this is open to our whole school community as well as our Service Families.
- Service children can join a regular group where children write letters and 'blueys' to their parents, talk about any issues and concerns they may have. They also have the opportunity to mix with other children in a similar situation
- The school has a permanent display where service families are encouraged to send in photographs of their service adult in uniform with their children to be displayed and celebrated.
- When parents are deployed children are given 2 dolls, one that represents the service the deployed parent works for, and a smaller personalised one that represents the child.
- When a service child joins our school mid-term the school will offer a home visit to offer emotional support with transition which will help them settle into school. They will be provided with a New Arrivals Ambassador buddy from a Service family.
- When a child transfers to another school they will have time as needed with the ELSA preparing an All About Me booklet and researching information about their new school.
- We have introduced regular coffee mornings for all parents in our school community. This is not solely for Service Families. Our family liaison officer attends these and supports with parenting issues.
- There are regular Service Family lunch clubs.  
**(These meetings will be reintroduced when it is considered safe to do so)**
- Parents have commented on how much their children enjoy these sessions and look forward to them.
- Parents have commented on how the parent working away loves to receive letters from the children
- The adults running the sessions say that children often talk openly about their sadness about a parent being away and also mention that they don't talk about this sadness at home 'in case it upsets Mummy'.
- Children soon realise that there are other families in a similar situation and can support each other.
- Parents who have returned from deployment have come in to see the display and say that it helps them feel that they have not been forgotten
- The families have all commented on how much the children value the dolls and how it helps them cope with the separation. Many are used during 'skype' conversations and brought into school with children at times
- when they are missing their parent
- It is anticipated that this will lead to a smoother transition for the family
- It is anticipated that the family will feel less anxious about the service move.
- Our school is often used as an example of outstanding support for Service Families and the Headteacher is the Service Family Co-ordinator for Fareham and hosts termly meetings where good practice is shared.
- The coffee mornings provide a chance for parents to share ideas about how to keep in touch, share experiences of being without a loved one, and generally offer moral support. They have been very well attended.

**To subsidise payment for the services of a Family Liaison Officer (FLO)**

- The Crofton Cluster has joined together to maintain the services of our excellent FLO, Lisa Noice.
- Lisa works with families in their own homes and supports them with parenting issues, attendance and a range of different behaviours.
- Because Lisa is employed by the Cluster of schools this support can then continue seamlessly as the children move between the different phases of education.
- Lisa also targets support at Service Families, as needed, particularly helping at times of deployment and preparing children who are about to move to another school.

- Lisa keeps all schools regularly updated with the work she is undertaking with parents has a wide range of evidence to show the impact that her work is having
- Lisa liaises with the ELSA and senior management to ensure that her work with our families at home can also be supported at school. This has been shown to have a positive impact on the learning of children who are supported.
- Several families have been supported in improving their child's attendance at school, which in turn, improves their opportunities to learn
- Parents have welcomed the support at times of transition to other schools as they report that it has enabled their child to continue a seamless learning journey.

### **To provide additional support for Young Carers**

- This cohort of children are identified as Young Carers and support is given by our ELSA and SENCO. This gives them the opportunity to realise that there are other children in similar situations.

- Young Carers are given the opportunity to have a regular time with the ELSA and a special lunch together. The young carers have often shared their experiences and 'problem solved' together. **(These meetings will be reintroduced when it is considered safe to do so).**

### **To provide extra learning and extra-curricular support for Pupil Premium children**

- Additional support is put into place to work with our Looked After Children on their educational targets when they are on roll.
- Opportunities are available for extra-curricular activities to be put in place for pupil premium children and parents are made aware of these at parents consultations.

- Children's emotional and learning targets are specifically addressed and interventions put in place where necessary. This is part of the process involved in writing a PEP (Personal Education Plan).
- Children are able to access the broader curriculum during the school day and beyond.

**For training and development of teaching and support staff**

- We target training for our support staff to ensure that they can provide the highest quality interventions for all children, including those receiving the Pupil Premium and the Young Carers Group.

- Under the guidance of class teachers all TA's target specific children either in Maths or English for early morning interventions which have had a significant impact on achievement – at twice the rate of other children in some cases.

**To ensure that children on Free School Meals and Post Looked After children have access to school visits, Breakfast and After School clubs**

- Parents of Pupil Premium children who have an entitlement to receive Free School Meals are exempt from paying for school trips and after school clubs. These are funded directly from the Pupil Premium
- Progress of children receiving Free School Meals is closely monitored, as with all our children, and support with their learning provided as necessary to 'fill gaps'. This often takes place before school as part of our early morning intervention programme.
- Looked After/Post Looked After Children, when necessary, from this school are given the opportunity to attend our Breakfast Club and After School Club.

- No child is disadvantaged and is able to have equality of access to all of the opportunities available in school
- Children in receipt of Free School Meals have the opportunity to make the same rate of progress as their peers.
- Looked After/Post Looked After Children who are attending the Breakfast Club, have demonstrated a positive start to the school day.