

Pupil Premium Strategy and Expenditure Report 2019/20

About the Pupil Premium Grant:

The government believes that the pupil premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) or that have received free school meals at any time in the last 6 years (Ever 6) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools also receive funding for children who have been looked after, adopted from care or are in special guardianship, and children of service personnel.

Number of PPG	41	Number of LAC or Post LAC	9
Funding	£78165		

Pupil Premium Grant at The Observatory School

At The Observatory School we believe all children should be encouraged to be ambitious and achieve their best. We believe in opportunity for all, and we are committed to ensuring that every child reaches their full potential academically, socially and emotionally.

We recognise that each child entitled to PPG is unique in their situation and has different needs; needs which are varied and complex across the school. With this in mind, at The Observatory School we have built the capacity and expertise to enable us to provide a highly personalised programme of support so that each child can reach their full potential. Our overall aims in using PPG are to extend opportunity, enable able our pupils to make social and emotional progress and to narrow the attainment and achievement gap between those entitled to PPG and those not.

We currently have **41 pupils** eligible for Pupil Premium funding and **11 pupils** who receive Pupil Premium Plus funding which leads to a total of **46%** of our pupils. At The Observatory School we have been very successful in narrowing the achievement gap between our PP students and their non-PP peers. However, we continue to monitor the groups carefully and when necessary additional intervention strategies are put in place.

Current Interventions

- Employment of four Learning Mentors to provide targeted literacy, numeracy, academic, social, emotional and motivational support
- Employment of a Pastoral Team including a Pastoral Assistant to support our LAC pupils through meetings and support in school
- An off site provision provided called the PSP, for pupils who for numerous reasons cannot access education on the school site
- Additional trips to local colleges which help with transition and to raise aspiration
- Increased opportunities for disadvantaged pupils through funding trips, visits and enrichment opportunities helping to further engage and enthuse PP pupils.
- Targeted Teaching Assistant support to enhance PP / PP+ life chances.
- Parent support groups to enable our PP pupils' parents to support them with their school strategies at home
- Breakfast and morning snacks provided to ensure pupils have access to food every morning
- We have invested in a number of large resources for pupils with more complex needs, such as interactive wall panels, bubble tubes and fibre optics with switches, to give pupils a sensory timeout in school
- Slope boards and specialist writing equipment are being provided for PP pupils.
- Training for staff to deliver specific interventions or on strategies to support individual/groups of learners
- Uniform support funding for our disadvantaged pupils
- Sensory resources for learners with complex needs
- Specific requests for individual or groups of pupils
- Resources to support the delivery of our new curriculum.

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Pupil Premium Grant Expenditure 2019 – 2020

Activity	Cost (est)
Four Learning Mentors – Intervention Work / Time	£62000
Enrichment and Extra-curricular	£5000
Transition Activities (60% of college visits etc)	£2000
Additional Curriculum and sensory Resources	£6000
Improve the wellbeing of disadvantaged pupils (breakfast and break clubs)	£3000
Improved family support	£2000

Proposed Activity Statement

Objective	Activity	Outcome
To increase access to the curriculum for pupils with ASC	Sensory equipment and aids in each classroom to ensure that disadvantaged pupils sensory diets are being met. Activities at lunch and break times are provided to ensure that there are structured times for pupils with ASC during lunch and break.	Pupils with ASC sensory needs are being met and they can access a full curriculum.
To raise the attendance of	Through supporting families and individual	The attendance of disadvantaged pupils is

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disadvantaged pupils to 95%	pupils, strategies are put in place to improve attendance. The Pastoral Team will be supportive and encouraging of all low attending pupils. They will also challenge poor attendance and take relevant action.	95% or above.
Narrow the gap in literacy skills and GCSE results for Pupil Premium pupils	Interventions from the Learning Mentors with disadvantaged pupils who are below their age related expectations.	Disadvantaged pupils are working at or near to their age related expectations.
Narrow the gap in numeracy skills and Mathematics including GCSE results for Pupil Premium pupils	<p>interventions from the Learning Mentors with disadvantaged pupils who are below their age related expectations.</p> <p>My Maths accounts for all PP pupils enabling all to access My Maths offsite, in school or at home.</p>	Disadvantaged pupils are working at or near to their age related expectations.
Further enhance the support for families	<p>Parent groups and workshops set up to support parents and carers.</p> <p>Parents and carers feel better able to support their child with learning at home, leading to improved outcomes.</p>	<p>Pupils attainment, attendance and use of strategies to improve emotional wellbeing are improved at home and school.</p> <p>Attendance is improved due to the support offered.</p>
Provision of educational opportunities for those pupils who find difficulty in accessing the classroom.	Pupils will have a timetabled intervention with the Learning Mentors to help build strategies to enable them to learn in a	Disadvantaged pupils are receiving interventions in subjects where they are below their targets. These interventions will assist

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	<p>classroom environment.</p> <p>Pupils with a highly personalised timetable can access their education off school site with the support of highly trained Learning Mentors.</p>	<p>them in reaching their predicted grades.</p> <p>Pupils who do not attend the main school site can access their education.</p>
To ensure all pupils eligible for Pupil Premium are provided with equal access and high quality coordinated support	<p>Greater support from the Pastoral team and Learning Mentors. Timetabled interventions with PP pupils.</p> <p>Some pupils on PP require a 1:1 support to support them in school.</p>	<p>Activity levels of disengaged or inactive children - and therefore attentiveness in class and ability to learn and make good progress - will improve</p>
Increased Pupil Premium pupil participation in enrichment activities, to develop confidence, motivation, resilience and social skills	<p>Disadvantaged children will be given extra-curricular opportunities including learning a musical instrument, sports and the arts. Life enriching experiences will lead to increased social, emotional and physical development.</p>	<p>Disadvantaged pupils are taking part in extracurricular activities and are equal to their no PP peers.</p>
To ensure that disadvantaged pupils have access to breakfast each morning and a morning snack at break times.	<p>Breakfast is provided every morning for disadvantaged pupils. A snack is also provided at break times.</p>	<p>All disadvantaged pupils have access to food, to enable them to concentrate in their lessons.</p>
Ensure that disadvantaged pupils have additional pastoral support.	<p>The most disadvantaged pupils will have a safe space to talk in and trusted adults to talk to, and will be better able to understand their own</p>	<p>Disadvantaged pupils feel supported and have a safe place to go for help and guidance.</p>

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	and others' feelings and how to manage these appropriately.	
Ensure all pupils have the appropriate sensory support in school and that their sensory diet is being met.	EHCP reviews of sensory needs and the appropriate equipment ordered. Training for staff to deliver specific interventions or on strategies to support individual/groups of learners.	Pupils sensory needs are being met with disadvantaged pupils having equal access to sensory equipment and use this to self regulate in school.