

Pupil premium strategy 2017-2018

Our Pupil premium strategy sets out our aims, funding amount, barriers to achieving our aim and how we seek to overcome these. In addition, we set out the impact of the pupil premium spend on our previous year's spending.

In setting out our Pupil Premium strategy, the leaders in school looked particularly at the work of John Dunford, National Pupil Premium Champion working between government and school. In working with the DFE and speaking to nearly 15,000 school leaders he has identified the following factors that lead to successful use of the Pupil Premium <https://johndunfordconsulting.co.uk/2015/08/29/the-pupil-premium-journey-lessons-learned-during-two-years-as-national-pp-champion/>:

– Excellent collection, analysis and use of data relating to individual pupils and groups; Frequent monitoring of the progress of every PP-eligible pupil; When a pupil's progress slows, interventions are put in place rapidly.

- We analyse our data three times a year, checking the progress individually of all children and groups.
- Individual action plans, including intervention where appropriate are put in place and monitored across the half term.

– Unerring focus on the quality of teaching.

- We are a founding member of the Inspire Partnership Multi-Academy Trust. We work closely with other schools and academies within the trust and there is a relentless drive to work together to raise standards for all children. We lead the Aspire Teaching School and much of our CPD is accessed through the teaching school alliance.

– Identification of the main barriers to learning for PP-eligible pupils; Evidence is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning; Staff (teachers and support staff) are trained in depth on the chosen strategies.

We have identified five main barriers to learning for our PP-eligible pupils, and mapped out how we seek to address these:

- We look at evidence to ascertain the progress of our children, and ensure that interventions in place are having an impact across the half term.
- We have a comprehensive approach to CPD to ensure all staff are well trained: We are the lead school for the Aspire Teaching School; we are a National Support School, and are a member of the Multi-Academy Trust.
- We have funded 8 support staff to deliver FFT and Toe by Toe early morning interventions. Relevant training has been funded to support staff to deliver these programmes.
- We have funded our SENCo and Support Staff to attend a Fit-to Learn programme to increase skill levels in motor co-ordination.

– Every effort is made to engage parents and carers in the education and progress of their child.

- Our learning mentor and attendance officer have been appointed through this process, and significant resources devoted to making the school a more open, welcome place where parents are a key part of the learning process. We have invested in home learning with parental meetings, workshops and revision packs for key year groups. We run parent partnership learning programmes, open the school every week for attendance and celebration assembly and regularly invite parents in for class run coffee mornings and events.

– If poor attendance is an issue, this is addressed as a priority.

- Our approach to attendance is robust. We have a learning mentor and attendance officer, and work closely with Education Welfare to challenge poor attendance.

– 100 per cent buy-in from all staff to the importance of the PP agenda is essential, with all staff conveying positive and aspirational messages to PP-eligible pupils. Performance management is used to reinforce the importance of PP effectiveness; Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.

- Support staff are tasked through their performance management to explicitly support specific PP-eligible children across the academy. Support staff development is ongoing throughout the year with a weekly support staff training meeting led by a senior leader in school and appropriate training courses funded from school.
- All teachers are aware of which children in their cohorts are PP-eligible and complete an overview so they are clear on the strategies they are to use to support these children.

– Governors are trained on PP.

- There is a named governor responsible for PP-eligible children.
- An experienced governor, who has attended relevant training this year from the local authority, will liaise with new governor in place for 2017-2018.
- They regularly scrutinise the progress and provision for these children in termly in Governing Body meetings and visits to school.

PUPIL PREMIUM FUNDING 2017-2018

The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities. The aim is to diminish the difference between them and their peers in terms of attainment and / or progress.

Total amount of Pupil Premium in 2017-2018:	£70,138 (including £1,584 EY funding)
Total spend for 2017 – 2018	£73,720.75

THE MAIN BARRIERS TO EDUCATIONAL ACHIEVEMENT THAT THE DISADVANTAGED CHILDREN IN OUR ACADEMY FACE

Some of our pupils have:

- **attendance** barriers where there is a risk of a lower than average attendance as well as poor punctuality which has the potential to minimise the impact of regular high quality teaching.
- **behavioural barriers** where learning behaviours and attitudes towards learning within the classroom could have the potential to disrupt the learning of the child and the cohort.
- **emotional and social barriers** where some of our children experience complex home and school issues which have the potential to act as significant barriers to learning.
- **a limited parental engagement barrier** where, for a number of reasons, some parents have minimal/ limited engagement with the Academy. This limits parental ability to support school as well as home.
- **a lower than expected level of development on entry barrier** (Foundation Stage- particularly in relation to Communication and Language as well as Social and Emotional Development). –Interventions are required to reduce the impact of this barrier which has the potential to significantly limit educational progress throughout their time at the academy and across the curriculum.
- **limited social/ educational experiences** where, for a significant amount of our children, family visits, holidays and days out are limited which can impact on the pupil's understanding of the wider world (including British Values) acting as a potential barrier to learning.

HOW WE SPEND OUR PUPIL PREMIUM FUNDING IN ORDER TO REMOVE THESE BARRIERS

Learning Mentor and Safeguarding officer (£29,051) purpose in school is:

To provide a consistent link between the Academy and external agencies with the aim of improving the outcomes of vulnerable children, including children in receipt of the pupil premium. To organise CAF, CIN and CP meetings. This person runs behaviour support groups, works with targeted children who may be experiencing Emotional and Social issues which are limiting outcomes. To provide consistent links with vulnerable parents or family groups. To maintain informal and formal contact with children in receipt of the pupil premium and their families where appropriate.

Attendance and Behaviour officer (£18,047)

The attendance and behaviour officer works with home and school to ensure that regular attendance and punctuality does not become a barrier to learning. The officer works proactively with children, families and with the Education Welfare Service on a range of initiatives and programmes to promote attendance. They work closely with families who are experiencing barriers to good attendance to work with them to ensure that all children attend. Nursery children and families are targeted in order to ensure positive parental links are made and to help diminish any differences before school age. This person also works at lunchtimes and break times to promote positive relationships and play activities.

Additional before and after school interventions (£4,142.65)

Funding is used to allow for a range of before and after school interventions. Children in receipt of the pupil premium are invited to these where appropriate. Examples include reading support programmes such as FFT and Toe by Toe.

Additional Part-time teacher to support Y6 children 2 mornings per week. (£12,552)

Additional support staff for developing positive lunchtime play (£2,518.60)

Subsidy for residential visits (£900)

We subsidise the cost of the residential visits for children in receipt of the pupil premium in order to ensure that economic hardship does not affect a child's chance of engaging in highly effective out of school experiences.

Free school milk for children in receipt of the Pupil premium (39 x £27 = £1053)

Additional maths resources to raise attainment and progress specifically for those to reach a greater depth of understanding. (£1791.50)

Additional book resources to develop the love of reading and allow children to access 2 library books per week to take home (£600)

Additional booster sessions lead by SLT members for identified children in year 2 and 6 (£1,700)

To support identified pupil premium children in year 6 and 2 to attain in line or above their predicted end of year assessments. 3x hours, 3 x a week for 15 weeks.

Additional free clubs (39 x £1 x 35wks = £1365) To further develop children's experiences to enrich their understanding of the world as well as providing and widening opportunities across the curriculum.

Awards

Our regular programme of awards (weekly celebration assembly, certificates recognising learning powers, termly attendance celebration, house points and annual Principal's Commendation letters) celebrate achievement across all year groups and across all areas of the curriculum. These awards promote the belief that every child has the potential to succeed and improve outcomes.

Parent workshops

Throughout the year we deliver a number of parental workshops and open days to focus parents on identified common barriers / misconceptions. These enable parents to better support their child's learning at home. These include:

- Open curriculum mornings, with foci on English and maths.
- INSPIRE events to include parents in wider curriculum areas.
- Workshops for parents of children in Early Years including 'how to support and develop early reading, writing and maths'.

