

Brookburn Community Primary School

Pupil Premium Policy 2016 - 17

Policy written by: PP Review Committee

Policy reviewed & passed by: Teaching and Learning/Resources Committee

Key people responsible for Pupil Premium: SEND/Inclusion lead and Deputy Headteacher

Other policies linked to this policy:

Teaching and learning policy, Safeguarding policy, Single Equalities Status policy

Culture and ethos

Brookburn Community Primary School offers a positive, safe, learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing confidence, independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

What is Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last 6 years, known as 'Ever 6 FSM'.

The Pupil Premium also provides funding for children who have been looked after for more than 6 months, this is called Pupil Premium Plus and the children of service personnel.

In the financial year 2016 -17 the Pupil Premium funding is as follows:

£1320 for each pupil eligible for FSM or 'Ever 6 FSM'

£1900 for children who have been looked after for more than 6 months. This is also referred to as Pupil Premium Plus.

£300 for service personnel.

£500 for EYFS children

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The DfE has given schools the freedom to use the Pupil Premium as we see fit to improve outcomes for disadvantaged pupils, based on our knowledge of pupil need. However we are accountable for this funding.

Pupil Premium breakdown of funding at Brookburn Primary 2016/17

- 8% of pupils are allocated some form of pupil premium.
- 17 pupils receive FSM or have done so in the past 6 years
- 22 pupils have been looked after for more than 6 months
- We have no children from service personnel families.

Principles

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

The purpose of this policy is to outline how Pupil Premium allocated to us has an impact of diminishing the difference, which currently exists between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been added in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium. This is also detailed in our **Pupil Premium Impact Statement 2015-16** available on our website.

Key principles :

Culture and ethos

We will provide a culture where:

- staff believe in ALL children
- there are 'no excuses' made for underperformance
- staff adopt a 'solution focussed' approach to overcoming barriers
- staff support children to develop 'growth' mindsets towards learning.

Data analysis

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

Identification of pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing better 'even better if...'

How pupils' needs are assessed

We will ensure that:

- Through our termly pupil progress meetings we will accurately assess pupils' achievement and levels of progress in Reading, Writing and maths and identify underachievement/underperformance.
- Through our attendance and behaviour records we will identify pupils requiring support to improve in these areas.

- ALL staff are involved in supporting pupils' emotional and social well-being. Staff will assess whether any pupil requires support in these areas and identify them for further support from internal intervention programmes or outside agency support.

Quality First teaching

We will continue to ensure that ALL children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our middle and senior leaders to:

- Set high expectations
- Address any within school variance
- Ensure consistent implementation of the non-negotiables, e.g. making and feedback to move learning on, guided reading etc.
- Share good practice within school and across the MTSA
- Provide high quality Professional development
- Improve assessment through joint levelling and moderation.

Maximising learning opportunities and time

We will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extend learning out of hours opportunities (before, after and lunchtime school clubs)

Personalising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise e.g. Play Therapist, Digismart programme
- Providing support for parents to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. targeted literacy or maths based sessions for children who need to 'catch up')
- Recognising and building on children's strengths to further boost confidence e.g. Digismart
- In determination to ensure ALL children succeed we recognise the need for and are committed to providing completely individualised or group interventions for set periods of time based on our professional judgement of children's needs and the barriers they face.

Provision

The range of provision

- Facilitating pupils' access to education
- Facilitating pupils access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme
- Pupils who are currently looked after (CLA pupils) will have a Personal Education Plan (PEP) showing the use of pupil premium, however this is not required for Post CLA pupils.

The SEND/ Inclusion leader, in conjunction with the Deputy Headteacher, will maintain an on-going programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors' Teaching and Learning/Resources Committee.

| Year group | Activity/extra provision | Objective/intended impact |
|-------------------|---|--|
| Yr5/6 | Inference reading | Improve inference skills in reading./Children make accelerated progress in reading. |
| | SPLD Spelling | To improve spelling and reading of common and uncommon words./Children make accelerated progress in spelling and reading. |
| | Maths pre-learning and catch-up | To improve mental and written maths. /Children make accelerated progress in maths. |
| | English catch-up | To encourage correct punctuation and grammar in writing. /Children make accelerated progress in writing. |
| | 1:1 class literacy and/or maths support | To provide 1:1 support for 1 identified pupils in Math/Literacy. To encourage the children to focus attention and organise their learning. /Children make good progress in maths and Literacy |
| Yr3/4 | Social communication group | To practise and encourage social/communication skills. /Children communicate more effectively with adults and peers |
| | Maths catch up | To consolidate learning and practice key maths skills. /Children gain more confidence in maths and make accelerated progress. |
| | Motor skills | To practise and improve fine and gross motor skills./ Children develop confidence and better control when using fine and gross motor skills such as writing and cutting. |
| | Catch up reading | To ensure regular reading and practise reading and comprehension. /Children will make accelerated progress in reading. |
| | Precision spelling | To increase correctly spelt words. /Children will apply correct spelling to class writing |
| | Play therapy | To raise self-esteem, confidence and target behavioural and emotional difficulties. /Broadly - children will be confident and successful pupils with a better understanding of their emotions and relationships with others. (differs from child to child) |
| | Handwriting | To improve handwriting and presentation./ Children will form letters correctly and present work neatly |
| | Nessy spelling programme | To improve reading and spelling. /Children will use spelling patterns and letter strings accurately in class writing. |
| Yr1/2 | ECaR | To improve reading and comprehension skills. /Children will gain confidence in reading and make accelerated progress. |
| | IEP Target work (motor | To support child working towards targets. /Child will |

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| | skills etc.) | make good progress in reading/maths and spelling |
| | OT circuit training (gross motor skills) | To raise concentration levels and improve gross motor skills. /Children will be alert and motivated, ready to learn and therefore make good progress throughout. They will make good progress negotiating space. |
| | Fischer Family Trust | To improve reading and comprehension skills./ Children will gain confidence in reading and make accelerated progress. |
| | Maths catch-up | To target and improve key skills in maths./ Children will gain confidence in Maths and make accelerated progress. |
| | Extra Guided reading | To improve reading and comprehension skills./ Children will make accelerated progress in reading. |
| | Extra phonics | To target and improve key phonics skills. /Children will gain confidence in phonics and reading new words and make accelerated progress. |
| | Class English and Maths | To provide group support for identified pupils in Math/Literacy. To support the children in specific areas of maths/literacy where there are gaps in understanding. / Children make good progress in maths and Literacy |
| | 1:1 | Support learning and social interactions. |
| EYFS | | |
| | Learn to listen | To develop and improve concentration and listening skills. /Children will identify when to listen to adults and peers and do so attentively. They will begin to ask questions and respond appropriately. |
| Whole school | Play therapist | Individual and small group therapy for self-esteem and social, emotional issues. |
| | 1:1 support | 3 PP children receive 1:1 support from a TA to enable them to access the learning and support their social communication development. |

| | |
|------------------------------|-----------------------------------|
| Total PPG received | £64,000 (projected, not received) |
| Total PPG expenditure | £66, 435 |
| PPG remaining | OVERSPEND |

In order to meet the above requirements, the Governing Body of Brookburn Community Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2016-17 will be focussed on 'diminishing the difference' for those pupils not on track to achieve the current age related expectations at the end of Key Stage 1 and Key Stage 2 respectively as defined in the National Curriculum Year Group objectives September 2014.

As part of the additional provision made for pupils who belong to disadvantaged groups, the Governors of the school will ensure that the needs of the pupils are adequately assessed and addressed through termly pupil progress meetings.

In making provision for disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behavior.
- A designated member of the SLT maintains an overview of pupil premium spending- this role is allocated to the Deputy Headteacher.
- A governor is given responsibility for pupil premium. This role is allocated to the Lead Safeguarding governor, Sonia Johnson

Reporting

An annual Pupil Premium Impact Report will include:

information about the context of the school

- objectives for the year
- reasons for decision making
- analysis of data
- use of research

nature of support and allocation

- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community

an overview of spending

- Total PPG (pupil premium grant) received
- Total PPG spent
- Total PPG remaining

a summary of the impact of PPG

- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of diminishing the difference for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education. This year it is entitled **Pupil Premium Impact Statement 2015-16** and is on the website for all to access.

It will be the responsibility of the SEND/Inclusion leader, to produce a termly report for the Governor's Teaching and Learning /Resources Committee on:

- The progress made towards diminishing the difference by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the main Governing body to ensure and outline of the school's progress towards 'diminishing the difference' for socially disadvantaged pupils is given to the school's Governors on a termly basis.

The governing body will consider the information provided from the Teaching and Learning Committee in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the revised schools' league tables.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'diminish the difference' between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Improvement Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- Narrowing the achievement gap between disadvantaged pupils and their non-disadvantaged peers, nationally, locally and within school.
- Intervention and support for pupils to make accelerated progress in order to 'diminish the difference'.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Brookburn's definition of good and accelerated progress

Progress is defined in terms of previous attainment.

A child is making good progress when he/she makes 6 steps progress as tracked on the school tacking system. The 6 steps progress is from their starting point, so if a Y3 child is at expected for their Age Related Expectations at the start of the year, then by July, they will need to be at

expected for the Y4 ARE to have made good progress. If a Y3 child is at emerging for his / her ARE in September then if they are at emerging for the Y4 ARE in July that is good progress. A child has made accelerated progress if they have made 6+ steps progress over a year.

Therefore, any pupils who are identified as not making the progress they need , to reach their individual target, or to further accelerate their progress to reach year group ARE, will receive further intervention and support.

Appeals

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Governors' appeals panel.

Please also refer to the **Pupil Premium Strategy Statement 2016-17** available on the website.

Policy approved by FGB September 2016

Review of policy October 2019