



## Pupil Premium Policy

**Date Policy Adopted: October 2017**

	<b>Date of Next Review by</b>
Head teacher/SLT	October 2018
Approval	Finance and General Personnel

## **Mission Statement:**

The school is a Church of England school and as such the aims within it are to create an atmosphere of Christian value, attitudes, practice and knowledge such that all children will have the opportunity for their faith to be nurtured. Thus they will be able to widen and deepen themselves as people in preparation for this life and for the life to come.

Broseley C of E School aim to :-

- Enjoy learning and come to see education as a lifelong process
- Achieve their maximum potential in all areas of the curriculum and school life
- Develop the attitude, skills, and understanding necessary to exercise independence and initiative.
- Develop lively, enquiring minds with the ability to question and reason
- Enjoy all aspects of school life within the Christian ethos of a Church school
- Begin to appreciate the wide range of cultures and beliefs in the world and, through this, develop the qualities of respect and tolerance
- Develop high standards of behaviour and a courteous manner
- Are encouraged to reflect on issues relating to their life and welfare, now and in the future

To further these aims, it is the intent of staff and governors to maintain a school community where relationships between children, parents and staff are based on mutual trust and respect.

Our vision is that Broseley Church of England Primary School should be a harmonious learning community where children are challenged to achieve their best and are valued as individuals.

We strive to create a purposeful learning environment in an atmosphere of mutual trust and respect, where Christian values underpin our aims. We feel that our mission statement:

‘FACES’ – Faith, Ambition, Courage, Endeavour = Success

Encapsulates how we work to achieve this goal.

## **Principles**

Every child with his/her individual needs and gifts is a unique gift from God. 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 within a caring Christian environment. This is an essential, integral part of the spiritual development of the whole school community.

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.

## **Aims:**

At Broseley Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

## **Background**

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.. At Broseley Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

## **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

## **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

### ***Building Belief***

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

### ***Analysing Data***

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 O Track to track data.

### ***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 "even better if...."

### ***Improving Day to Day 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 team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

### ***Increasing learning time***

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
  - Early mornings and after school

### ***Individualising support***

*"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."* We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise such as volunteer readers.
- Providing extensive support for parents through our parent learning.
- Tailoring interventions to the needs of the child (e.g. Targeted maths sessions for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence
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## ***Going the Extra Mile***

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

## **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, parent and pupil voice
- Assessment data is collected frequently 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 behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

## **Reporting**

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year reasons for decision making, analysis of data , use of research
- Support and allocation, learning in the curriculum, Social emotional and behavioural issues.
- 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)

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.



## Pupil Premium Strategy Statement and Planned Expenditure

1. Summary information					
School	Broseley C of E Primary				
Academic year	17/18	Total PP budget	£39,607	Date of most recent PP review	Sept 17
Total number of pupils	219	Number of pupils eligible for PP	34 (at Jan '18)	Date for next internal review of this strategy	May 2018

2. Current attainment				
Source: ASP Summary report 2016-17 Year 6 cohort		<i>Pupils eligible for PP (5) children</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap</i>
% achieved expected standard or above in reading, writing & maths at end of Key Stage 2		40%	80%	-40%
Progress in reading		-0.73	+0.33	-1.06
Progress in writing		+1.29	+0.17	+1.12
Progress in maths		-2.13	+0.28	-2.41

3. Barriers to future attainment (for pupils eligible for PP) In-school barriers	
A	Poorly developed oral language skills that impact on the progress PP children make in writing and maths
B	Emotional issues related to family needs
C	Low attainment in all many areas with several children having SEND

4. External barriers	
A	Lack of suitable home learning environments (issues that also require attention at home)
B	Need for great support for parents to promote positive attitudes to learning.
C	Lack of external resources to support extra-curricular activities and musical opportunities

Desired outcomes	Success criteria
Poorly developed oral language skills that impact on the progress PP children make in writing and Maths	Children continue to perform well in phonics tests. All children make at least expected progress in Writing and Maths. Children are more articulate around school and this is observed by all adults in school.
Emotional issues related to family needs	Decrease in the number of Safeguarding concerns each term.
Low attainment in all many areas with several children having SEND	All children make at least expected progress in all areas. Close the gap between children eligible and children not eligible for PP. All SEND children make expected progress.
Lack of suitable home learning environments (issues that also require attention at home)	Attendance and punctuality of children in receipt of PP is the same as children not eligible.
Need for great support for parents to promote positive attitudes to learning.	Increase in the number of parents attending family learning. Parents provide feedback to their children in line with growth mindset initiative.
Lack of external resources to support extra-curricular activities and musical	All children in receipt of PP to attend at least one club or play a musical instrument.

opportunities	All children in receipt of PP to attend all school trips.
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Planned expenditure					
Academic Year 17/18					
1. Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attainment and progress for all pupils in maths to ensure that at least 85% of pupils across the school achieve expected standard.	Introduction of improved tracking systems and moderation procedures for Maths to ensure PPP's make accelerated progress or remain on track to achieve the expected standard	Attainment in maths and writing is lower than the % achieved by Non PPP's nationally.	Maths Co-ordinator and Maths advisor to moderate the work of PPP's to ensure this is completed accurately. All staff to work with school SDG group to moderate maths work. Close monitoring during lesson observations, book scrutinies, and pupil discussions	SA , TM and JA	Termly at pupil progress meetings
To improve the attainment and progress of pupils in writing particularly for PPP's to ensure it is in line with <b>ALL</b> pupils nationally	To explicitly teach sentence construction	Attainment in writing is below expected standard.	Monitor the progress and attainment of writing to ensure it is improving.	SA and RH	Half termly

To improve Maths fluency	Ensure Times Tables Rockstars is used at home and school. CPD on teaching fluency delivered by staff.	Attainment in maths and writing is lower than the % achieved by <b>ALL</b> pupils nationally Analysis of SAT's found pupils who have a good level of maths fluency generally achieved the expected standard in maths due to improved fluency.	Monitor the attainment and progress of children in receipt of PP through the tracking system	SA, TM and JA	Half termly
To improve behavior in school so learning time is maximized.	Introduced the SMART code for every child to follow. Continue with house point system but ensure it is given greater focus.	Staff interviews suggests behavior is an issue and is having a negative impact on learning.	Behaviour questionnaire shows improvement in behavior. Less children appearing on red in the traffic light system.	SA	Half termly
To improve children's attitude to learning and their resilience.	Growth mindset initiative that all stakeholders partake in.	Many children, particularly the PP children have poor attitudes to learning and lack resilience or ambition.	Constant theme of assemblies and in how we deliver feedback to the children. Pupil interviews.	All staff	Termly
To support the emotional needs of children at all times	Learning mentor to work with targeted groups throughout the day, lunch time and to be on hand to support when needed.	Identification of barriers to learning suggest that a high percentage of PPPs have emotional needs that need to be addressed PPP's will be given the opportunity to discuss	Register of attendance at lunchtime club to be cross matched with progress data. Pupil questionnaire to rate the effectiveness of the club in removing barriers to learning	KH	Termly

		any concerns they may have and introduced to coping strategies to ensure they are able to focus and learn			
Total cost : £16, 744					

2. Targeted support					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve the attainment and progress of children in receipt of PP funding in Writing	Employ Caroline Bagnall experienced teacher to work with targeted children across Years 3,4 and 5.	Children receipt of PP are behind their peers in Writing.	Maths Co-ordinator and Assessment Lead to moderate the work of PP's to ensure this is completed accurately. All staff to work with school SDG group to moderate maths work. At least 50% of PPPs work to be included in book trawls	SA and CB	Termly at pupil progress meetings

To improve the attainment and progress of children in receipt of PP funding in Maths.	Employ Caroline Bagnall experienced teacher to work with targeted children across Years 3,4 and 5.	Children receipt of PP are behind their peers in Maths.	English Co-ordinator and Assessment Lead advisor to moderate the work of PP's to ensure this is completed accurately. All staff to work with school SDG group to moderate maths work. At least 50% of PPPs work to be included in book trawls		Termly at pupil progress meetings
To improve the attainment and progress of children in receipt of PP funding in Reading. To have children enjoy reading and have access to a wide range of books.	Overhaul of library and TA employed as library lead to read with targeted children 3x a week.	Many children in receipt of PP funding are behind their peers in Reading attainment. Many children at our school do not have books in the house and are reluctant to read.	Review attainment in Reading. Class teachers to monitor the books being read by targeted pupils. .	SA and JY	Termly
Total cost: £10,650					

3. Other approaches					
Desired outcome	Chosen action/ approach	What is the evidence and rational for this choice	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Ensure children have a suitable breakfast before the school day so they can focus on learning.		It has been identified that many children are in school without breakfast and are therefore tired and hungry and as a result, unable to concentrate.	Monitor the PP children coming to breakfast club and monitor their progress within lessons.	SA and KH	Termly
Ensure children to not miss on out of school experiences.	Children in receipt of PPG do not have to pay for school trips.	Missing school trips could be damaging to their self-esteem and is hindering their experiences of the wider world.	Ensure that all children attend school trips and discuss their experiences with them.	SA, KH and all class teachers.	Termly
Ensure children in receipt of PP have the opportunity to do an after school club.	Children are given free after school clubs.	Children are given the opportunity to take part in a range of clubs and have opportunities they would not have if there was a cost implication.	Monitor the number of children in receipt of PP who attend clubs.	SA, DM.	Termly
Total cost : £13468 (Estimated £5000 on After school clubs and trips)					



