

Bollin Primary School



Growing hearts and minds together

Pupil Premium Policy

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1. Introduction and purpose

The Pupil Premium

The Pupil Premium (PP) 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 six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. For 2018/19 it is £1320 per student. Looked-after children and eligible pupils who have been adopted from care or leaving care under a special guardianship or residence order will attract a premium of £1,900. This policy and separate action plan outlines how Bollin Primary School plans to utilise the Pupil Premium (PP) funding to effectively raise standards of attainment and achievement for **all pupils**.

At Bollin Primary School, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond school.

Purpose of the Pupil Premium policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an **impact on narrowing the achievement gaps*** which currently may exist between our pupil premium pupils and their peers.

***achievement gap** refers to any significant and persistent disparity in academic performance or educational attainment between different groups of pupils - this includes levels of progress, end of Key Stage outcomes, attendance and exclusion rates.

2. How we will make decisions regarding the use of The Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- **Be transparent** in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- **Encourage take up of FSM** by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM **does not equate with pupils being considered to be of 'low ability' because of their social circumstances**.
- Ensure there is **robust monitoring and evaluation** in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that **FSM pupils are not a homogeneous group** and cover a wide range of needs. As such the strategies we use to raise achievement will take these group and individual needs fully into account.
- **Use high quality teaching and learning** as the preferred way to narrow the gaps in achievement in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- **Use the Pupil Premium for all year groups** not just those taking Statutory Assessments/End of Key Stage SATs.
- Utilise the following key strategies in order to narrow the Pupil Premium gap:

- 1. Quality First Teaching**
- 2. Targeted teaching through use of Venn diagrams**
- 3. Purposeful and appropriate intervention strategies**
- 4. Pastoral support**
- 5. SEND – improving outcomes for vulnerable children**
- 6. Literacy and numeracy**
- 7. Effective Home learning**
- 8. Quality feedback**
- 9. Raising aspirations**
- 10. Engaging parents and carers**
- 11. Improving outcomes for EAL learners**

3. Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the achievement gaps for our pupils.

Role of the Senior Leadership Team

The Head and the Senior Leadership Team are responsible for:

- Implementation of policy, they will ensure that all staff are aware of their responsibilities in narrowing the attainment gaps of our pupils.
- Communicating with staff with regards to the key pupils, groups of pupils, and target groups identified, who are not achieving, attending and behaving and their potential barriers to learning.
- Provide data systems and protocols that ensure data entry, monitoring and evaluation are robust and fit for purpose.
- Monitor and support the key stages that they line manage to ensure that the appropriate strategies are being deployed in order to close the achievement gap.
- Through Performance Management arrangements, they will make sure narrowing the achievement gap is a priority area of focus for the school.
- Ensuring that staff are provided with appropriate support and offered relevant professional development opportunities to accelerate student progress and achievement.
- Ensure strategic deployment and utilisation of Pupil Premium funding to enable identified achievement gaps to be closed rapidly.
- Produce reports to staff, making explicit to staff- the achievement, behaviour and attendance gaps for all student groups and individuals across all year groups.
- Track and monitor any pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

It will be the responsibility of the Head of School/Assistant Head teacher (PP) to include the following information in the termly report for Governors:

- Progress made towards narrowing the achievement gap, by year group, for disadvantaged pupils.
- An outline of the provision that has been made since the last annual report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils.

Role of the Board of Governors

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented and monitored by the Governors Teaching and Learning Committee. Our governing body will:

- At least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium.
- In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.
- Accept responsibility for challenging the Senior Leadership Team on the delivery and effectiveness of actions related to narrowing the Pupil Premium gap.
- Undertake appropriate Pupil Premium training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of Pupil Premium funding and the monitoring of its impact upon Pupil Premium pupils' progress.
- Appoint a Pupil Premium Link Governor and ensure Pupil Premium is a standing agenda item on an appropriate Governor sub-committee.
- Keep up to date with the Ofsted framework requirements for narrowing the gap and updates to Pupil Premium funding.
- At the end of the academic year, our Governors will ensure that there is an annual statement for parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

The role of Key Stage Leaders

- Hold staff accountable for Pupil Premium progress.
- Keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gaps in achievement.
- Use data analysis tools to identify the attainment gaps of Pupil Premium pupils against Non Pupil Premium pupils nationally.
- To ensure the teaching staff are utilising the Venn diagram strategy for monitoring and intervention.
- To monitor and develop teacher class room strategies through use of Venn diagrams in order to support Pupil Premium pupils.
- Provide intervention strategies and initiatives at Key Stage level.
- Support teachers/liase with parents and carers in instances where under-achievement occurs.

The role of the SENDCO

- Assess and support pupils on Education, Health and Care Plans, Statements and SEND as outlined in the SEND policy.
- Identify and support pupils with specific educational needs, such as dyslexia, and provide appropriate intervention.
- Support pupils with Statements with in-class Teaching Assistants.
- Communicate with all staff the SEND needs of pupils who have difficulties and provide all staff with strategies and guidance for supporting pupils in the classroom.

The role of Teaching and Support Staff:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Effectively utilise attainment and achievement data, to plan effective lessons which enable all pupils, to make good progress.
- Track and monitor any pupils who are below target and ensure timely and appropriate intervention is put in place.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver the curriculum and lessons to a high standard and support the acceleration of progress in learning, so that attainment gaps can be narrowed and improvements maintained.

- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Ensure literacy and numeracy is promoted and addressed in all lessons.
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in achievement.

4. Use of the Pupil Premium funding in our school and its impact

In order to ensure that Bollin Primary School uses Pupil Premium Funding effectively the following areas have been a focus for funding:

- **Teaching and Learning in the classroom**
- **Improving outcomes for vulnerable children**
- **Improving skills in numeracy and literacy**
- **Raising aspirations**
- **Pastoral support funding**

5. Disseminating the Policy

This Pupil Premium policy along with details of actions will be published:

- On our website (paper copies can be requested).
- In the staff handbook (on the shared drive) as part of the induction for new staff.
- We will also use other methods and occasions such as parents' evenings to share information about the Pupil Premium.

6. Barriers to learning – Bollin Primary School Pupil Premium pupils - School - Home - Societal

The barriers are identified following a range of actions which include:

- Discussion with Pupil premium pupils.
- Observation of Pupil Premium pupils in lessons and around school.
- Analysis of data – academic, attendance, behaviour.
- Discussion with staff, parents and carers and the Governing body.

School

- Achievement – not all Pupil Premium pupils are low ability.
- Attendance – small gap between Pupil Premium and Non Pupil Premium pupils, Persistent Absence.
- Low literacy and numeracy levels – reading ages hinder progress across the curriculum.
- Behaviour – there are some Pupil Premium pupils that display behaviours that hinder their academic and social progress.
- Aspirations – destination data, it is not totally clear how many of our Pupil Premium pupils seek attendance at our local selective grammar schools.
- Mind-set – there is a need to develop resilience and determination for key Pupil Premium pupils.
- Enrichment – there is a tendency for less Pupil Premium pupils to engage in enrichment opportunities.
- Anxiety surrounding school.
- Low self-esteem.

Home

- Safeguarding and Social care – some pupils who are involved in Child In Need and Child Protection may be Pupil Premium pupils.
- Home Learning – more Pupil Premium pupils struggle to meet home learning deadlines than Non Pupil Premium pupils sometimes due to a lack of resources (internet/printer), a lack of a suitable environment or lack of parental support.
- Organisation – some Pupil Premium pupils do not arrive in school with the correct equipment.
- Disengaged parents or carers.

Societal

- Safeguarding and Social care: Some Pupil Premium pupils have generated safeguarding concerns.
- Some Pupil Premium pupils are more vulnerable in the wider community.
- Some Pupil Premium pupils feel unsafe and unhappy.

Desired outcomes – Bollin Primary School Pupil Premium pupils

School - Home - Societal

School

- Achievement – the achievement gap between Pupil Premium and Non Pupil Premium pupils is narrowed every year to ensure Pupil Premium pupils have the same opportunities and life chances as their Non Pupil Premium peers.
- Progress – the progress of Pupil Premium pupils is accelerated in comparison to Non Pupil Premium pupils to ensure more than expected progress is made to narrow the achievement gap rapidly.
- Attendance – Attendance Action Plan is implemented to increase the attendance of Pupil Premium pupils.
- Low literacy levels – reading programmes are in place and impact on pupils' ability to access the curriculum. Teaching staff as well as Teaching Assistants have a sound understating of the importance of reading ages and can effectively teach reading skills in every classroom.
- Behaviour – there is not a disproportionate amount of Pupil Premium pupils who are subject to internal sanctions detailed within our Behaviour Policy.
- Aspirations – we prepare Pupil Premium pupils effectively for life at Secondary school by ensuring they are skilled independent learners with an appetite for learning.
- Mind-set – Pupil Premium pupils value their education, are confident learners who challenge themselves to reach their potential.
- Enrichment – Pupil Premium pupils take part in enrichment opportunities that will secure personal development.
- Pupils feel safe and happy.

Home

- Safeguarding and Social care - Pastoral staff are trained to cope with the demands of family related support and multi-agency working.
- Home learning: There are a range of support strategies in place to enable Pupil Premium pupils to complete high quality homework that will impact on their academic outcomes.
- Organisation: Pupil Premium pupils have the correct equipment to enable them to be successful in school.
- Parents and carers engage with the school through attendance at parent events and support the work of the school.

Societal

- Safeguarding and Social care: Pastoral staff are trained to cope with the demands of family related support and multi-agency working.
- Staff are trained to effectively support pupils who are potentially at risk by making poor lifestyle choices.
- School works collaboratively with agencies including community groups, police, and Health and Social care providers e.g. CAMHS.

7. Intervention

Intervention is defined as ‘the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils achieve and make the expected levels of progress. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct types of intervention that staff should follow.

1. The effective inclusion of all pupils in quality first teaching

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children to make links in their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and consolidation of learning.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance student progress and understanding.

2. Additional time-limited provision in the form of small-group intervention outside of the normal classroom.

When considering pupils for type 2 support, teachers should first consider whether the elements of type 1 provision are in place. Type 2 interventions should be used for pupils who can be expected to ‘catch up’ with their peers as a result of the intervention.

To include:

- Small-group intervention, for example: playtime/lunchtime booster classes and withdrawal from afternoon classes during the school day.

3. Specific targeted interventions for identified pupils outside of the classroom.

Additional time-limited intervention and provision to enhance the progress of identified pupils where interventions 1 & 2 are not, on their own, having the desired effect. This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which are preventing progress. These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.