

Bollin Primary School



Growing hearts and minds together

Pupil Premium Development Plan

2018 – 19

What is the Pupil Premium?

The Pupil Premium is additional funding, for publicly funded schools in England, to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

Pupil Premium Funding

For the academic year 2018-2019, we have received **£54,140** in Pupil Premium funding.

Nature of Support

At Bollin Primary, we continued to use the additional funding to support a variety of strategies to best meet the needs of each individual child for whom the grant funding was allocated, including:

- high quality, inclusive teaching.
- focused support from skilled teaching assistant which can be in class support, 1:1 with children or within small support/intervention groups.
- individual tuition or small group lessons by the class teacher or another experienced teacher.
- intervention strategy support from teaching assistants
- personalised support (including pastoral support) for individual pupils, to meet their needs.
- supporting parents to fund clubs, trips and uniform.
- individual provision and support plans with focussed targets.

Monitoring the impact of Pupil Premium Grant

Mrs Spark (Executive Headteacher) and Mrs Marshall (Assistant Headteacher) have overall responsibility for the attainment, progress and monitoring of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority.

Children’s progress and attainment will be tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure. Targets for pupils will be set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and senior leaders and regular assessment data is analysed and acted upon. The DFE also analyse our school data and compare our results to national data.

Through our regular Governing Body and Senior Leadership Team meetings we will report clearly on data for Pupil Premium and ensure a transparent expenditure line is maintained in our financial monitoring so governors can link value for money with impact.

Pupil Premium Action Plan Objective 1: Maintain a high focus in school to ensure we provide personalised, targeted provision for PP pupils, enhancing Quality First Teaching (QFT), so to enable every PP pupil to **at least achieve age-related expectations and achieve end of Key Stage Target.**

How will we meet this objective?

At Bollin Primary, provision is tailored to meet the needs of every individual PP pupil. A combination of the following strategies will be used:

- Classteachers released (1 hour each week) to work 1:1, with a small group or to provide in-class support to year group colleagues so that every PP pupil receives high quality support.
Cost: £17,358
- Focused specialist TA support, inside the classroom to support children at the point of learning and enhance QFT. (Timetables reviewed half termly following review of pupil progress.)
- TA delivery of focussed afternoon interventions to work on specific individual targets and learning needs. (Timetables reviewed termly following review of pupil progress.)
Cost: £106,700
- Use of EduKey Software to provide thorough provision mapping and monitoring opportunities.
Cost: £815

Actions	Personnel (Lead in RED)	Timescale	Monitoring Strategies	Success Criteria
<p>1a. Support provided according to Individual Learning Plans (ILP) and support timetables. Support (both regular and ad-hoc) sessions recorded on ILP and progress monitored regularly. Dialogue between classteacher and support staff as to the on-going learning priorities for each individual pupil. Provide high quality feedback & support at the point of learning during English & Maths lessons. KS & HM to attend Trafford's PPP network meetings to keep up to date with new initiative and to share good practice. All PP children to read to an adult in school on a daily basis.</p>	<p>Classteacher Support staff</p>	<p>Daily / weekly</p>	<p>AfL strategies Pupil's books Individual Learning Plans (ILPs) Dialogue between teacher/ support EduKey Software</p>	<p>Pupils making at least expected progress, if working at ARE or above <u>and</u> on track to achieve End of Key Stage Target.</p> <p>Pupils making accelerated progress in targeted areas if working below ARE <u>or</u> not on track to achieve End of Key Stage Target.</p> <p>% PP pupils attaining at and above ARE, narrowing the Gap between PP and Non PP achievement</p> <p>Pupil Premium provision is well lead,</p>

<p>1b. Half-termly/Termly formal review of individual pupil progress:</p> <ul style="list-style-type: none"> - scrutiny of ILPs using EduKey Software - pupil progress meetings using Venns with classteachers - scrutiny of books - analysis of summative assessments results - error analysis of summative assessments - review of PP provision and development of support timetables for following term <p>(Half-termly training/staff meeting sessions to review best practice and keep staff updated.)</p>	<p>PP Leader Classteacher</p>	<p>Completed at the end of teach term <i>(Autumn 18)</i> <i>(Spring 19)</i> <i>(Summer 19)</i></p>	<p>Pupils' books Scrutiny of ILPs Summative assessment error analysis Data Analysis Discussions with classteachers Discussions with support staff EduKey Software</p>	<p>resourced effectively and best meeting the needs of learners</p> <p>Children's attainment and engagement in reading will improve.</p>
<p>1c. Termly Pupil Premium Audits to review:</p> <ul style="list-style-type: none"> - Effectiveness of PP strategies in meeting the needs of each individual pupil - Effectiveness of provision, leadership and management, assessment and recording, resourcing in meeting pupils' learning priorities and in accelerating progress, where necessary 	<p>PP Leader</p>	<p>Twice in year <i>(January 19)</i> <i>(July 19)</i></p>	<p>Pupils' books, Scrutiny of ILPs Summative assessment error analysis, Data Analysis, Discussions with classteachers, Discussions with support staff, Scrutiny of PP Leader's records EduKey Software</p>	

Pupil Premium Action Plan Objective 2: Provide personalised, targeted pastoral support for individual PP pupils to enable them to be **happy, secure and fully engaged** in school and supported (where appropriate) outside school.

How will we meet this objective?

At Bollin Primary, provision is tailored to meet the needs of every individual PP pupil. A combination of the following strategies may be used:

- Discussions between PP Leader/Pastoral Manager/Class teacher (possibly external agencies) and parents in identifying social/emotional needs of individual pupils and the most appropriate support. This support may include one/any of the following:
 - Focused specialist TA pastoral support, outside the classroom either 1:1 or small group. The focus for provision and the provision itself are determined according to individual pupil needs.
Cost: £106,700 (from within funding allocated in Key Priority 1)
 - Vigilant and timely communication with parents regarding children's absenteeism.
Cost: £815 (from within funding allocated in Key Priority 1)
 - Purchase of EduKey Software to provide thorough provision mapping and monitoring opportunities.
Cost: determined on an individual basis
- Involvement of outside agencies (e.g. Play Therapy, Engage)

Actions	Personnel (Lead in RED)	Timescale	Monitoring Strategies	Success Criteria
2a. Support determined and provided according to Individual need. Every support session recorded/evaluated on Individual Pastoral Plan. Dialogue between class teacher/support staff/PP Leader/Pastoral Manager as to the on-going priorities for each individual pupil. Pastoral Manager to liaise with Office Staff and parents with regard to any persistent absenteeism.	PP Leader Class teacher Support staff External Agencies?	Daily / weekly	Pastoral Support Plans Dialogue between teacher / support / external agencies / parents CPOMS	Provision is effectively meeting individual pastoral needs. Pupils achieve an attendance level in line with their peers (aiming for 95% minimum).
2b. Regular formal review of quality and impact of provision by relevant staff / external agencies and parents (frequency determined by relevant personnel). Review includes: <ul style="list-style-type: none"> - Feedback from support staff - Feedback from the class teacher - Information on pupil's learning progress - Feedback from parents - Verbal feedback from child (if appropriate) Review informs future provision.	PP Leader Class teacher Support staff External Agencies?	Half termly / termly? (determined by relevant adults)	Pupils' books Scrutiny of ILPs Summative assessment error analysis Data Analysis Discussions with class teachers Discussions with support staff CPOMS	

<p>2c. Twice yearly Pupil Premium Audit to review:</p> <ul style="list-style-type: none"> - Effectiveness of PP strategies in meeting the needs of each individual pupil - Effectiveness of provision, leadership and management, assessment and recording, resourcing in meeting pupils' learning priorities and in accelerating progress, where necessary 	<p>PP Leader Headteacher</p>	<p>Twice in year (January 19) (July 19)</p>	<p>Pupils' books Scrutiny of ILPs Summative assessment error analysis Data Analysis Discussions with classteachers Discussions with support staff Scrutiny of PP Leader's records</p>	<p>Pupils making at least expected progress, if working at ARE or above <u>and</u> on track to achieve End of Key Stage Target.</p> <p>Pupils making accelerated progress in targeted areas if working below ARE <u>or</u> not on track to achieve End of Key Stage Target.</p> <p>% PP pupils attaining at and above ARE, narrowing the Gap between PP and Non PP achievement</p> <p>Pupil Premium provision is well lead, resourced effectively and best meeting the needs of learners</p>
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Pupil Premium Action Plan Objective 3: Ensure all PP pupils are able to access learning opportunities beyond the classroom, enabling them to participate in the same curriculum enhancements and educational journeys as their peers.

How will we meet this objective?

At Bollin Primary, we will fund, where appropriate and after discussion with parents/outside agencies, activities/provisions from the following:

- Extra-curricular Clubs
- School Trips
- Visits to Waterstones bookstore or similar (Termly) to promote a love of reading for our PP children
- Residential trips
- Contribute towards cost of school uniform

Cost: £3,000

Actions	Personnel (Lead in RED)	Timescale	Monitoring Strategies	Success Criteria
<p>3a. Dialogue between PP Leader/Parents/Outside Agencies to identify the priorities for PP funding to best meet the needs of the individual child.</p> <p>Contributions towards any of the above determined on an individual child basis</p>	<p>PP Leader</p>	<p>When required</p>	<p>Dialogue between PP Leader / external agencies / parents</p>	<p>Provision is effectively meeting individual needs.</p> <p>PP children attend <u>all</u> school and residential trips.</p> <p>Children's attainment and engagement in reading will improve.</p>