

Pupil Premium Policy

The use of Pupil Premium to support free school meal and looked after children at Preston Primary School Academy 2018-19

Every school has a duty to ensure that every individual child is given the best possible chance of achieving their potential.

The Government provides Pupil Premium funding, which is in addition to main school funding, to help address national inequalities between the achievements of children eligible for free school meals or children in care when compared with their peers.

The Pupil Premium is allocated to schools based on the number of students who are known to be eligible for free school meals and children who have been continuously looked after for more than six months.

The focus of our strategy is to promote progress and remove barriers to learning for pupils eligible for this funding. This policy sets out the performance of these children and demonstrates how the school chooses to allocate the funds directly to support these children.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Provision

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations (ARE). As a new sponsored academy, this policy reflects a number of new initiatives aimed at bringing about this increase in progress.

The range of provision the Directors and Senior Leaders consider making for this group could include:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- Additional support, in reading, writing or maths.

- Tailor made Enrichments to supports groups of pupils.
- Provision for the emotional well-being of pupils who face challenging circumstances in their family life
- Additional teaching and learning opportunities provided by trained TAs or external agencies.
- Pupil premium resources may also be used to target able children on FSM to achieve well.
- Teacher and staff training in order to support staff in closing the gap for these pupils.

Reporting

It will be the responsibility of the Head of School, or a delegated member of staff, to produce regular reports for the Academy Challenge Team and directors. This will include:

- A report on the school website as to how our Pupil Premium money is spent and how well the children in receipt or it are performing, ensuring cost effectiveness.
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- A record of interventions and support individual children are in receipt of, updated on a termly basis.

Allocation at Preston Primary: 2018/19

Preston Primary School has received an allocation of £105,000 Pupil Premium funding from the Education Funding Agency for the period covering 1 September 2018 to 31 August 2019.

We have 78 Pupil Premium pupils.

We have prioritised the use of the Pupil Premium as follows:

- Free school meal (FSM) pupils who are underachieving
- CLA children who are underachieving (Children looked after)
- FSM and CLA children who are performing satisfactorily and well.

Funding Allocation Preston Primary for the year 2018-19: based on an income of £105,000

Pupil Premium used for:	Amount allocated (£)	Is this a new or continued activity?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How is this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve?
Enrichment Programmes supported by a Teacher Co-ordinator	3400	Continued	An annual calendar of Enrichment Programmes to support the progress of all children, but with an overarching focus on Pupil Premium children.	Attainment gaps for disadvantaged children are reduced over time through an innovative approach to the curriculum, tied in with ongoing impact analysis. Examples: <ul style="list-style-type: none"> • BMX classes • Wildlife Team • Sailing lessons. 	Programme overseen by Head of School and Enrichments Co-ordinator.	February Review
Head of School to work with Foundation Stage PP weekly, after initial settling in period.	6000	Continued	Equivalent one afternoon per week for Head of School to work with Foundation Stage PP children in our new Woodland Camp	Improved Behaviour for Learning. e.g. Turn taking, sharing, appropriate play, working with others, listening.	Unit Leader	February Review
SENCO support	35000	Continued	Direct support of targeted groups of PP, planning specific learning programmes.	Improve performance of PP children with SEN. 1. <u>SENCO tailormade curriculum</u> Examples: <ul style="list-style-type: none"> • Local trips out (e.g. Brixham Lifeboat Station) • Curriculum opportunities 	Pastoral lead/ SENCO	Improved progress indicators for SEN pupils in Literacy across all ages. February Review

				<p>further afield (e.g. Bournemouth Symphony Orchestra)</p> <ul style="list-style-type: none"> • On site tailor made curriculum (e.g. Working with the pygmy goats) <p>2. <u>SENCO training for staff to support PP children</u></p> <p>Examples:</p> <ul style="list-style-type: none"> • Autism friendly classrooms • Behaviour Management strategies • Curriculum design <p>3. <u>SENCO in class provision</u></p> <p>Examples:</p> <ul style="list-style-type: none"> • Team teaching • Pupil observations and feedback to teachers. • Releasing teachers to deliver PP interventions. 		
TA 1:1 and general small group support for PP children	19,000	Increased level of support	Precision support able for these pupils. Targeting their next steps both in 1:1 sessions and as part of class work	<p>Support these pupils in accessing the curriculum successfully resulting in increased progress.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Key Stage 1 (KS1) Maths breakout groups 2. KS1 1:1 Reading support 3. KS1 writing intervention, 4. KS2 Phonics support 5. KS1 Fine Motor Skills group. 6. KS1 Number work/formation group 	By Unit leaders/SLT	<p>Removal of groups of identified children for daily reading, grammar, spelling and additional maths. As a result, improvements within area of focus.</p> <p>Examples of impact 2018</p> <p>KS1 70% of Disadvantaged Pupils were ARE (age related expectations) in Maths, 70% in Reading, 60% in Writing and 70% in Science.</p>

				<p>7. KS2 Maths group</p> <p>8. KS2 1:1 readers</p> <p>9. KS2 1:1 reading comprehension</p> <p>10. KS2 Handwriting group.</p> <p>11. KS2 Greater Depth Maths group</p> <p>12. Pre Teaching groups in every KS1 and KS2 class</p>		
Enrichment fees	1,000	Continued	Music tuition fees Funded places on educational day and residential trips	Raising pupil self-esteem resulting improved attitude and accelerated progress	SENCO Class teacher	<p>Some children attended trips who would not otherwise have been able to go. Examples:</p> <ul style="list-style-type: none"> • Music lessons, Payments for after school club, payment for breakfast club, involvement in year 4 residential, involvement in Year 6 residential. <p>Impact recorded in Progress and Standards Meetings</p>
Small group interventions for PP children in supporting RWIphonics teaching and maths	8,000	Continued	Support available targeted at PP children. These children need a highly skilled and focused teaching to help them acquire phonic knowledge. Our Read Write Inc teaching is now key to this.	Interventions, break out groups, precision teaching.	Unit Leaders	<p>Removal groups of identified children for daily reading, grammar, spelling and additional maths. As a result, improvements within area of focus.</p> <p>Example of impact: 2018 Phonics Test Year 1 88% of Disadvantaged Pupils passed.</p>
Thrive Support worker	9,500	Continued	Specific staff member allocated to delivering thrive support programme to identified children.	Pastoral support through THRIVE Programme	SENCo/ Pastoral Lead	Improved behaviour and progress outcomes.
Pastoral Team	13,200	Continued	Specific staff member allocated to providing front line support	One to one support, break out groups, precision teaching.	SENCo/ Pastoral Lead	Improved behaviour and progress outcomes.
Pastoral Team	8,300	Continued	Specific staff member allocated to providing family support including outreach to the home. It includes behaviour support and	Attendance improved for some FSM with persistent absence. Parents better able to support learning in the home with improved routines and more involvement in child's learning.	Pastoral lead	Development of programme by offering Triple P to families. Offering services to families from other schools to share expertise. Attendance percentages show improvement.

			attendance issues. Team includes FSW, CP officer and Thrive worker			
Total	103400					
Income	105000					
Balance	1600					