

Pupil Premium Policy

The use of Pupil Premium to support free school meal and looked after children at Preston Primary School Academy 2019-20

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 £85,800 Pupil Premium funding from the Education Funding Agency for the period covering 1 September 2019 to 31 August 2020.

We have 71 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.

2019 Successes:

- Foundation Stage – Higher % of Pupil Premium Children achieved Age Expected in Maths, than non Pupil Premium children. (80% v 77%)
- Phonics – By the end of Year 2 every Pupil Premium child had passed the Phonics test. 100%
- Year 2 – 50% of Pupil Premium children are at Age Related Expectations in Reading, Writing and Maths.
- Year 6 – This has risen to 75% of Pupil Premium children for Reading and Writing, and 67% for Maths.

Identified Possible barriers to Future Attainment and Achievement

	Barriers to future attainment and achievement	Desired outcomes	Success criteria
A	Behaviour for a small group of children is having a detrimental effect on their academic progress and that of their peers.	Behaviour amongst a group of children is reduced so that the children are more able to learn.	Fewer accounts of misbehaviour involving PP children are recorded on Behaviour Watch. This includes an annual reduction in the need and use of internal and external fixed- term exclusion for the next academic year.
B	Social and emotional needs (particularly in managing feelings and behaviour) impacts on children's abilities to access the curriculum.	Pupils in receipt of a specialised programme from trained practitioner move towards more stable and improved states of emotional health.	Progress towards more secure states of emotional stability, as measured by tracking programme.
C	Phonic understanding of Year 1 and 2 pupils effects their ability to read fluently.	100% of children, regardless of starting point, are able to meet the phonics screen at the end of year.	The phonics programme is successfully delivered throughout EYFS. In the event of 100% not achieved, all pupils meet the criteria by the re-screen in Year 2.
D	Some older children have not successfully been able to meet the expectations of the curriculum in maths, particularly in reasoning.	Maths achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations.	Identified pupils are able to reason and explain their maths by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.
E	Some older children have not successfully been able to meet expectations of the curriculum in reading and writing.	Reading achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations.	Identified pupils are able to meet ARE by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.
F	Needs within some families mean that children do not arrive at school with a strong aptitude to learning. This may include safeguarding concerns.	Pupil aptitudes to learning are increased, having a positive affect on the standards that they are able to produce in school.	School safeguarding continues to be judged as effective. Pupil attitudes to learning for targeted pupils improves, allowing attainment to rise. Family engagements with school improve.
G	Poor attendance reduces the amount of time pupil premium children spend in school and so affect their life chances.	The school reduces non-attendance figure to below the national figure. The school reduces persistant non-attendance to below the national figure.	The school continues to maintain a level of non-attendance below the national figure for absence and persistant absence.
H	Poor speech development of pupils dramatically affects the identified children's ability to communicate and understand spoken language and so make progress also with reading and writing.	All identified children have access to specialised school- based support and resources, supporting outside agencies. Children's spoken language improvement leads to improved reading and writing results in the longer term.	Members of skilled staff work with individuals through specialised programmes that measure progress. Longer term SATS scores in KS1 and KS2 improve generally, specifically in relation to progress for the identified pupils in receipt of the programme.
I	Social communication difficulties ensure children's afternoon learning can be disturbed due to emotional turbulance at lunchtimes. This relates strongly also to pupils with autistic tendencies.	Behavioural incidents reduce. Pupils are more able to reflect the core value of respect during lunchtimes.	Fewer incidents of misbehaviour at lunchtime for identified pupils in receipt of provision as measured by entries on the behaviour tracking system. Teachers are able to report more immediate willingness for pupils to engage fully in their learning.
J	Underperformance of children in EYFS	Performance of GLD is raised by targetting underperformance of writing and other areas.	Children across EYFS setting improve writing performance. This is supported by staff who are trained in better immediate response and also more exacting in their standards. This will be supported also by additional training for wrtiing teaching.
K	Under acheivememt of puils is maths with Key Stage One	Children in this cohort recive support to imporve their maths skills, particalarly realted to reasonnig and problem solving	This cohort recieves dedicated additional support and outcomes are achieved that are an improvement on current assessment results

Funding Allocation Preston Primary for the year 2019-20: based on an income of £85,800

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?	Barriers to Learning that this expenditure will overcome and expected impact
Enrichment Programmes supported by a Teacher Co-ordinator	400	Continued	An annual calendar of Enrichment Programmes to support the progress of all children, but with an overarching focus on Pupil Premium children.	<p>Attainment gaps for disadvantaged children are reduced over time through an innovative approach to the curriculum, tied in with ongoing impact analysis.</p> <p>Examples:</p> <ul style="list-style-type: none"> • BMX classes • Wildlife Team • Sailing lessons. • Paddle boarding • Beach Exploration • Local Artists Exhibition • Cross Academy ASD Girls Group. • Making links with local businesses and professionals to promote important life skills. • Reasonable adaptations are made to ensure all pupils can access residential activities with additional support if required. 	Programme overseen by Head of School and SENCO	<p>H Poor speech development of pupils dramatically affects the identified children's ability to communicate and understand spoken language and so make progress also with reading and writing. All identified children have access to specialised school- based support and resources, supporting outside agencies. Children's spoken language improvement leads to improved reading and writing results in the longer term. Members of skilled staff work with individuals through specialised programmes that measure progress. Longer term SATS scores in KS1 and KS2 improve generally, specifically in relation to progress for the identified pupils in receipt of the programme.</p> <p>I Social communication difficulties ensure children's afternoon learning can be disturbed due to emotional turbulence at lunchtimes. This relates strongly also to pupils with autistic tendencies. Behavioural incidents reduce. Pupils are more able to reflect the core value of respect during lunchtimes. Fewer incidents of misbehaviour at lunchtime for identified pupils in receipt of provision as measured by entries on the behaviour tracking system. Teachers are able to report more immediate willingness for pupils to engage fully in their learning.</p>

				<ul style="list-style-type: none"> • Speech, Language and Communication Intervention groups. • Values shop. • Homework club and additional tutoring/pre-teaching before and after school. 		
Head of School to work with Foundation Stage PP weekly, after initial settling in period.	4000	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	J Underperformance of children in EYFS Performance of GLD is raised by targetting underperformance of writing and other areas. Children across EYFS setting improve writing performance. This is supported by staff who are trained in better immediate response and also more exacting in their standards. This will be supported also by additional training for wrtiing teaching.
SENCO support	32000	Continued	Direct support of targeted groups of PP, planning specific learning programmes.	<p>Improve performance of PP children with SEN.</p> <p>1. <u>SENCO tailor made curriculum</u></p> <p>Examples:</p> <ul style="list-style-type: none"> • Local trips out (e.g. Brixham Lifeboat Station) • Curriculum opportunities further afield (e.g. Bournemouth Symphony Orcestra) • On site tailor made curriculum (e.g. Working with our school animals, ensuring reasonable adaptations are made to ensure equality of access to all opportunities) 	Pastoral lead/ SENCO	<p>Improved progress indicators for SEN pupils in Literacy across all ages.</p> <p>A Behaviour for a small group of children is having a detrimental effect on their academic progress and that of their peers. Behaviour amongst a group of children is reduced so that the children are more able to learn. Fewer accounts of misbehaviour involving PP children are recorded on Behaviour Watch. This includes an annual reduction in the need and use of internal and external fixed- term exclusion for the next academic year.</p> <p>B Social and emotional needs (particularly in managing feelings and behaviour) impacts on children’s abilities to access the curriculum. Pupils in receipt of a specialised programme from trained practitioner move towards more stable and improved states of emotional health. Progress towards more secure states of emotional stability, as measured by tracking programme.</p> <p>C Phonic understanding of Year 1 and 2 pupils effects their ability to read fluently. 100% of children, regardless of starting point, are able to meet the phonics screen at the</p>

				<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 and consistent application of the SPELL approach. • Behaviour Management strategies • Curriculum design • Making target setting meaningful to promote progress and increased levels of independence. • BLANKS training from speech and language therapist. • Working memory CPD and follow up workshops with Educational Psychologist. <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. • Personalised planning and approaches. • Directly working alongside pupils to ensure their views and aspiration are expressed and acted upon. 	<p>end of year. The phonics programme is successfully delivered throughout EYFS.</p> <p>In the event of 100% not achieved, all pupils meet the criteria by the re-screen in Year 2.</p> <p>D Some older children have not successfully been able to meet the expectations of the curriculum in maths, particularly in reasoning. Maths achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations. Identified pupils are able to reason and explain their maths by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.</p> <p>E Some older children have not successfully been able to meet expectations of the curriculum in reading and writing. Reading achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations. Identified pupils are able to meet ARE by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.</p>
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				<ul style="list-style-type: none"> • Strategic and responsive early identification of pupil need and relevant interventions initiated, e.g. allocated day for direct speech and language therapy and regular pastoral sessions. • Ensuring pupils have specialist resources and access to external professionals that can enhance their learning potential. • Cashless Pop Up Café experiences. 		
TA 1:1 and general small group support for PP children	17,000	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 7. KS2 Maths group 8. KS2 1:1 readers 9. KS2 1:1 reading comprehension 10. KS2 Handwriting group. 11. KS2 Greater Depth Maths group 12. Pre Teaching groups in every KS1 and KS2 class 	By Unit leaders/SLT	<p>Removal of groups of identified children for regular reading, grammar, spelling and additional maths. As a result, improvements within area of focus.</p> <p>D Some older children have not successfully been able to meet the expectations of the curriculum in maths, particularly in reasoning. Maths achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations. Identified pupils are able to reason and explain their maths by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.</p> <p>E Some older children have not successfully been able to meet expectations of the curriculum in reading and writing. Reading achievement as measured by Year 6 SATS sees targetted PP pupils as meeting at least age related expectations. Identified pupils are able to meet ARE by the end of Year 6 to the accepted standard. The school diminishes the differences for disadvantaged pupils compared with their peers.</p>
Enrichment	600	Continued	Music tuition fees	Some children attended trips who	SENCO	Impact recorded in Progress and Standards Meetings.

fees			Funded places on educational day and residential trips	would not otherwise have been able to go. Examples: <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. 	Class teacher	Action plans written by each Unit following data analysis of assessments. Raising pupil self-esteem resulting improved attitude and accelerated progress.
Small group interventions for PP children in supporting RWI phonics teaching and maths	7,000	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, 1:1 RWI targeted intervention.	Unit Leaders	Removal groups of identified children for daily reading, grammar, spelling and additional maths. As a result, improvements within area of focus.
Thrive Support worker	8,500	Continued	Specific staff member allocated to delivering thrive support programme to identified children.	Pastoral support through THRIVE Programme Examples: <ul style="list-style-type: none"> • Designated Thrive practitioner delivers 1:1 and small group sessions for pupils across the school on a weekly basis. • 12 week draw and talk sessions are initiated for pupils who require more intensive Thrive support. • Pupil's emotional well-being is reviewed after each session and activities to address specific difficulties are planned for the next session. • Pupils are formally assessed 	SENCo/ Pastoral Lead	Improved behaviour and progress outcomes. A Behaviour for a small group of children is having a detrimental effect on their academic progress and that of their peers. Behaviour amongst a group of children is reduced so that the children are more able to learn. Fewer accounts of misbehaviour involving PP children are recorded on Behaviour Watch. This includes an annual reduction in the need and use of internal and external fixed-term exclusion for the next academic year. B Social and emotional needs (particularly in managing feelings and behaviour) impacts on children's abilities to access the curriculum. Pupils in receipt of a specialised programme from trained practitioner move towards more stable and improved states of emotional health. Progress towards more secure states of emotional stability, as measured by tracking programme. I Social communication difficulties ensure children's afternoon learning can be disturbed due to emotional turbulence at lunchtimes. This relates strongly also to pupils with autistic tendencies. Behavioural incidents reduce.

				by the class teacher and Thrive practitioner at least twice a year and re-grouped accordingly.		Pupils are more able to reflect the core value of respect during lunchtimes. Fewer incidents of misbehaviour at lunchtime for identified pupils in receipt of provision as measured by entries on the behaviour tracking system. Teachers are able to report more immediate willingness for pupils to engage fully in their learning.
Pastoral Team	10,200	Continued	Specific staff member allocated to providing front line support	<p>One to one support, break out groups, precision teaching.</p> <p>Examples:</p> <ul style="list-style-type: none"> All staff are responsible for the pastoral care of our pupils, but where an incident or worry requires greater levels of support, an adult is allocated to that child for regular check in sessions. Regular analysis of incidents help to identify remove potential triggers for individuals. Remediation work helps to reinforce understanding of how each pupil can uphold the school values. Thrive lunch club, Lego lunch club, undercroft game room, woodland area and calm room available during lunchtime. 	SENCo/ Pastoral Lead	<p>Improved behaviour and progress outcomes.</p> <p>F Needs within some families mean that children do not arrive at school with a strong aptitude to learning. This may include safeguarding concerns. Pupil aptitudes to learning are increased, having a positive affect on the standards that they are able to produce in school. School safeguarding continues to be judged as effective. Pupil attitudes to learning for targeted pupils improves, allowing attainment to rise. Family engagements with school improve.</p>
Pastoral Team	5,300	Continued	Staff members all providing family support including outreach to the home. It includes behaviour support and attendance issues. Team includes SENCO, attendance and Safeguarding	<p>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.</p> <p>Examples:</p>	Pastoral lead	<p>Development of programme by offering Triple P to families. Offering services to families from other schools to share expertise. Attendance percentages show improvement.</p> <p>A Behaviour for a small group of children is having a detrimental effect on their academic progress and that of their peers. Behaviour amongst a group of children is</p>

			officers and Thrive worker	<ul style="list-style-type: none"> • We facilitate targeted family support via the children’s hub. • We meet regularly with parents to explore possible support networks for specific challenges. • We access foodbank schemes. • We make links with housing and social care services. • We offer more informal drop ins to talk about family concerns. • We initiate meetings to discuss poor attendance and offer support where possible. 		<p>reduced so that the children are more able to learn. Fewer accounts of misbehaviour involving PP children are recorded on Behaviour Watch. This includes an annual reduction in the need and use of internal and external fixed- term exclusion for the next academic year.</p> <p>B Social and emotional needs (particularly in managing feelings and behaviour) impacts on children’s abilities to access the curriculum. Pupils in receipt of a specialised programme from trained practitioner move towards more stable and improved states of emotional health. Progress towards more secure states of emotional stability, as measured by tracking programme.</p> <p>F Needs within some families mean that children do not arrive at school with a strong aptitude to learning. This may include safeguarding concerns. Pupil aptitudes to learning are increased, having a positive affect on the standards that they are able to produce in school. School safeguarding continues to be judged as effective. Pupil attitudes to learning for targeted pupils improves, allowing attainment to rise. Family engagements with school improve.</p> <p>G Poor attendance reduces the amount of time pupil premium children spend in school and so affect their life chances. The school reduces non-attendance figure to below the national figure. The school reduces persistent non-attendance to below the national figure. The school continues to maintain a level of non-attendance below the national figure for absence and persistent absence.</p>
Total	85000					
Income	85800					
Balance	800					