

Pupil Premium Policy and Rationale 2019-2020



Aims and Values

At Barlby Bridge Community Primary School we are all committed to working together to make our school a happy and successful place. We strive to equip our whole school community with the skills necessary to access an ever-widening range of knowledge and understanding enabling us all to be valued and self-respecting citizens and lifelong learners. Our main aims are that all our school community have the right to 'Learn Grow and Achieve Together' developing out school values:

Creativity and Kindness

Aspiration and Achievement

Resilience and Respect

Equality and Empathy

In order to achieve these aims we will continue to:

- Celebrate the achievements of everyone
- Through collaboration, equip the school community with the skills and confidence to make a positive contribution
- Promote a healthy lifestyle and help children make informed choices
- Encourage high aspirations for now and the future
- Promote effective independent learning
- Develop awareness of the wider world

What is Pupil Premium Funding?

The pupil premium is a form of funding in addition to main school funding to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantages reaches the pupils who need it most.

The Pupil Premium is allocated to schools and it is for schools to decide how the funding will be spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The funding is allocated to schools per FSM pupil.

Principles

- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families.
- Measures are included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium.
- Schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- To close the achievement gap by ensuring that any pupil at risk of underachieving are identified early and support and intervention is provided for those pupils. In particular those that are on FSM or Looked After Children.

Statement

Barlby Bridge Community Primary School serves the needs of children and families in the Barlby Bridge area. We currently have 175 pupils on roll (4-11 years old). These children are organised into 7 classes.

Barlby Bridge Community Primary is an exciting, innovate and successful place for children to learn, grow and achieve in preparation for life in the 21st Century. We are committed to providing the highest standard of education for every pupil. It is a place where children really matter and every individual's ability is recognised, nurtured, developed and celebrated. We are committed to ensuring the pupil premium funding is spent to maximum effect.

Identification of Pupils

We will ensure that:

- ALL pupil premium children benefit from the funding, not just those who are underperforming
- 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
- Children's individual needs are carefully considered so that we provide support for those children who could be doing "even better if...."

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 research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Teaching Expectations

We will continue to ensure that high expectations are set for **all** children

- Address any within-school variance
- Provide instant support for learners through 'keep up' rather than 'catch up' strategies
- Ensure consistent implementation of our teaching and learning policy, e.g. marking and feedback, presentation
- Share good practice within the school and draw on external expertise
- Provide high quality CPD and improve assessment through joint levelling and moderation with school and within Cluster school moderation.

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their 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
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision, booster groups)
- Utilising the principles of MITA to maximise the practice of teaching assistants and support staff
- Recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – attainment data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly 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
- Analysis of data
- Use of research
- Nature of 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)
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium.

Completed January 2020

To be reviewed January 2021