



**BERLESDUNA**  
ACADEMY TRUST



**WHITMORE**  
PRIMARY SCHOOL AND NURSERY

# **Pupil Premium Policy**

## **2018/19**

## Trust Vision Statement

The vision of the Berlesduna Multi Academy is to create and foster a culture of high aspiration, enjoyment for learning, academic success and lifelong skills amongst all pupils, regardless of their social, economic or cultural background.

## Aims

At Berlesduna Academy Trust we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for each child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged.

## Background

The Pupil Premium and Early Years Pupil Premium (referred to thereafter in this document as Pupil premium) is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At Berlesduna we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

## Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

## Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

### ***Building Belief***

We will provide a culture where:

- staff believe that there are 'no limits' to what our children can achieve
- there are 'no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers
- staff support children to develop 'growth' mind sets towards learning

### ***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 Trust and at school level
- we use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

### ***Identification of Pupils***

We will ensure that:

- 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
- all pupil premium children benefit from the funding, not just those who are underperforming
- underachievement at all levels is targeted (not just lower attaining pupils)
- children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if.....'

### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across our Trust receive good teaching, with increasing percentages of outstanding teaching achieved by using our leaders to:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- share good practice within the school and draw on external expertise
- provide high quality CPD
- improve assessment through joint levelling and moderation

### ***Increasing learning time***

We will maximise the time children must make progress through:

- improving attendance and punctuality
- providing earlier intervention (KS1 and EYFS)
- extended learning out of school hours

### ***Individualising support***

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

- looking at the individual needs of each child and identifying 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
- providing extensive support for parents
- tailoring interventions to the needs of the child
- recognising and building on children's strengths to further boost confidence

### ***Going the Extra Mile***

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### **Monitoring and Evaluation**

We will ensure that:

- a wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected frequently 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 for each school

- a governor is given responsibility for pupil premium at each school
- the finance and audit committee of the Trust will review Pupil Premium spending

## Reporting

When reporting about pupil premium funding to Governors and to the Trust we will include:

- information about the context of the school
- objectives for the year
  - ✚ reasons for decision making
  - ✚ analysis of data
  - ✚ use of research
- nature of support and allocation
  - ✚ learning in the curriculum
  - ✚ social, emotional and behavioural issues
  - ✚ enrichment beyond the curriculum
  - ✚ families and community
- 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)
  - ✚ other evidence of impact e.g. Ofsted, Accreditations
  - ✚ case studies (pastoral support, individualised interventions)
  - ✚ implications for pupil premium spending the following year

The Governing Body and Trust will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.

Appendix 1 is the template for reporting to parents on the website.

## Appendix 1



# WHITMORE

PRIMARY SCHOOL AND NURSERY

## Pupil Premium Report 2018 19

Grants are additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

At Whitmore Primary School & Nursery we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged.

We have identified some barriers to learning for our children, such as lack of independence, confidence and resilience, communication and language which are interwoven into our curriculum.

**The Pupil Premium Strategy is reviewed termly during Governor meetings where information is shared on the impact of the strategies (21.11.18, 24.2.19, 9.5.19 & 20.6.19). The impact of the strategies are measured using both qualitative and quantitative data collected and analysed by the senior leaders and Governors responsible for the Pupil Premium Grant.**

| Number of Pupils and Pupil Premium Grant and Early Years Pupil premium Grant received  |        |  |                 |
|--|--------|--|-----------------|
| Total number on role   |        | 604  |                 |
| Total number & % of pupils eligible for Pupil Premium (£1320)  |        | 204 (33.7%)  |                 |
| Total amount of Pupil Premium Grant and Early Years Pupil Premium Grant received   |        | £269,280   |                 |
| Objectives of spending Pupil Premium   |        |  |                 |
| <ul style="list-style-type: none"><li>the quality of education for all children is improved</li><li>to close the progress and attainment gap between disadvantaged pupils and their peers</li><li>to improve the attendance of disadvantaged pupils</li><li>to further develop independence, resilience and confidence</li></ul> |        |  |                 |
| Record of Pupil Premium spending by item/project 2018/19   |        |  |                 |
| Item/Project   | Cost   | Objectives   | Outcomes/Impact |
| SEN support staff  | £31091 | To improve behaviour of vulnerable children.<br>To ensure children are settled in class and learning.<br>To improve progress and achievement of vulnerable pupils. |                 |

|  |           |   |  |
|--|-----------|---|--|
|  |           | KS1 & 2 tests & Y1 phonics results improve year on year.<br>To develop independence, resilience and confidence.   |  |
| Counsellor/ Play therapist<br>– 2 days per week<br>1 day counselling<br>1 day Play therapy | £17680    | To improve social and emotional well-being of vulnerable pupils.<br>To improve the mental health of vulnerable pupils.<br>To develop independence, resilience and confidence. |  |
| Additional LSA for reading and maths interventions   | £14214    | To improve vulnerable children's reading and maths skills in all year groups. To develop independence, resilience and confidence.   |  |
| Additional Teacher for Y6 – smaller classes/ additional set                                | £55543    | To improve progress and attainment.<br>KS2 results will be better year on year.<br>To develop independence, resilience and confidence.  |  |
| Additional Teacher in Year 5 –smaller classes no split year group                          | £29869    | To improve progress and attainment.<br>KS2 results will be better year on year.<br>To develop independence, resilience and confidence.  |  |
| Additional LSAs pm in Y6 and KS1 for interventions   | £50545.78 | KS1 Phonic pass rate improved<br>KS1/2 attainment and progress improved.<br>To develop independence, resilience and confidence, speaking and communication skills             |  |
| Easter & Sat school for Y6 pupils  | £5000     | KS2 results higher, gap between PP & Non PP less than previous year<br>To develop independence, resilience and confidence.  |  |
| Additional LSA in EYFS 3 days per week.  | £7663     | Gap between attainment of PP and non-PP is less than the previous year<br>To develop independence, resilience and confidence, speaking and communication skills               |  |
| Speech and Language support LSA  | £14865    | To improve communication and language skills for vulnerable pupils.<br>To develop independence, resilience and confidence, speaking and communication skills                  |  |
| Artist working in school   | £14800    | To improve children's experiences   |  |

|   |                |  |  |
|---|----------------|--|--|
| Matt Mackman  |                | To provide enrichment and develop aspirations<br>To develop independence, resilience and confidence.   |  |
| Speech & language therapist – 2 days per week   | £19485         | To improve communication and language skills for vulnerable pupils.<br>To provide children with specialist support and speech therapy.<br>To develop teachers understanding and skills to support children in the class with language development<br>To develop independence, resilience and confidence, speaking and communication skills |  |
| Ad hoc funding e.g. uniform, equipment, school meals, breakfast club, additional tuition. | £3524          | To support vulnerable families.<br>To ensure vulnerable pupils have a wide range of experiences both inside and outside the classroom.<br>To promote and encourage high aspirations for all pupils.<br>To develop independence, resilience and confidence.   |  |
| <b>TOTAL</b>  | <b>£269280</b> |  |  |

| <b>Performance of all pupils</b>   |                  |                  |
|--|------------------|------------------|
|  | <b>2018 data</b> | <b>2019 data</b> |
| % of pupils in EYFS achieving GLD  | 68%              |                  |
| % of pupils in Y1 who passed the phonic test   | 85%              |                  |
| % of pupils who reached at least expected standard in Reading End of KS1                                       | 72%              |                  |
| % of pupils who reached at least expected standard in Writing End of KS1                                       | 64%              |                  |
| % of pupils who reached at least expected standard in Maths End of KS1   | 71%              |                  |
| % of pupils who reached at least expected standard in the Reading Test End of KS2                              | 69%              |                  |
| % of pupils who reached at least expected standard in Writing End of KS2                                       | 72%              |                  |
| % of pupils who reached at least expected standard in the Maths Test End of KS2                                | 76%              |                  |
| % of pupils who reached at least expected standard in Grammar, Punctuation and Spelling Test at the End of KS2 | 67%              |                  |
| % of pupils who reached at least expected standard in English & Maths combined at the end of Key Stage 2       | 64%              |                  |
| % Attendance   | 94.1%            |                  |

| <b>Performance of all pupils who received Pupil Premium</b>  |                  |                  |
|--|------------------|------------------|
|  | <b>2018 data</b> | <b>2019 data</b> |
| % of pupils in EYFS achieving GLD  | 48%              |                  |
| % of pupils in Y1 who passed the phonic test   | 67%              |                  |
| % of pupils who reached at least expected standard in Reading End of KS1                                       | 65%              |                  |
| % of pupils who reached at least expected standard in Writing End of KS1                                       | 57%              |                  |
| % of pupils who reached at least expected standard in Maths End of KS1   | 61%              |                  |
| % of pupils who reached at least expected standard in the Reading Test End of KS2                              | 62%              |                  |
| % of pupils who reached at least expected standard in Writing End of KS2                                       | 69%              |                  |
| % of pupils who reached at least expected standard in the Maths Test End of KS2                                | 77%              |                  |
| % of pupils who reached at least expected standard in Grammar, Punctuation and Spelling Test at the End of KS2 | 58%              |                  |
| % of pupils who reached at least expected standard in English & Maths combined at the end of Key Stage 2       | 58%              |                  |
| % Attendance   | 91.6%            |                  |



