



BERLESDUNA
ACADEMY TRUST



WHITMORE
PRIMARY SCHOOL AND NURSERY

Pupil Premium Policy

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 2017 18

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.

Number of Pupils and Pupil Premium Grant and Early Years Pupil premium Grant received			
Total number on role			555
Total number of pupils eligible for Pupil Premium			160
Total amount of Pupil Premium Grant and Early Years Pupil Premium Grant received			£257979
Objectives of spending Pupil Premium			
<ul style="list-style-type: none"> the quality of education for all children is improved to close the attainment gap between disadvantaged pupils and their peers to improve the attendance of disadvantaged pupils 			
Record of Pupil Premium spending by item/project 2016-2017			
Item/Project	Cost	Objectives	Outcomes
SEN support staff SL/DB/LM	£64486	To improve behaviour of vulnerable children. To ensure children are settled in class and learning. To improve progress and achievement of vulnerable pupils. KS1 & 2 tests & Y1 phonics results improve year on year.	
Counsellor – 2 days per week	£17680	To improve social and emotional well-being of vulnerable pupils. To improve the mental health of vulnerable pupils.	

Breakfast club	£24000	To ensure children are having a good breakfast to start the day. To improve punctuality and attendance.	
Additional LSA for reading and maths interventions MW	£14214	To improve vulnerable children's reading and maths skills in all year groups.	
Additional Teachers for Y6 (EH/ BS)	£56052	To improve progress and attainment. KS2 results will be better year on year.	
Additional LSAs in KS2 – afternoons for interventions	£30397	To provide interventions to plug gaps and improve progress and attainment. KS2 results will improve year on year.	
Speech and Language support LSA (KW)	£14865	To improve communication and language skills for vulnerable pupils.	
Artist working in school	£14800	To improve children's experiences To provide enrichment and develop aspirations	
Speech & language therapist – 2 days per week	£19485	To improve communication and language skills for vulnerable pupils. To provide children with specialist support and speech therapy. To develop teachers understanding and skills to support children in the class with language development	
Ad hoc funding e.g. uniform, equipment, school meals, breakfast club, additional tuition.	£1000	To support vulnerable families. To ensure vulnerable pupils have a wide range of experiences both inside and outside the classroom. To promote and encourage high aspirations for all pupils.	
TOTAL	257979		

Performance of all pupils		
	2017 data	2018 data
% of pupils in EYFS achieving GLD	63%	
% of pupils in Y1 who passed the phonic test	81%	
% of pupils who reached at least expected standard in Reading End of KS1	64%	
% of pupils who reached at least expected standard in Writing End of KS1	58%	
% 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	46%	
% of pupils who reached at least expected standard in Writing End of KS2	44%	
% of pupils who reached at least expected standard in the Maths Test End of KS2	34%	
% of pupils who reached at least expected standard in Grammar, Punctuation and Spelling Test at the End of KS2	46%	
% of pupils who reached at least expected standard in English & Maths combined at the end of Key Stage 2	24%	
% Attendance	95.5%	

Performance of all pupils who received Pupil Premium		
	2017 data	2018 data
% of pupils in EYFS achieving GLD	48%	
% of pupils in Y1 who passed the phonic test	68%	
% of pupils who reached at least expected standard in Reading End of KS1	53%	
% of pupils who reached at least expected standard in Writing End of KS1	47%	
% of pupils who reached at least expected standard in Maths End of KS1	53%	
% of pupils who reached at least expected standard in the Reading Test End of KS2	37%	
% of pupils who reached at least expected standard in Writing End of KS2	37%	
% of pupils who reached at least expected standard in the Maths Test End of KS2	31%	
% of pupils who reached at least expected standard in Grammar, Punctuation and Spelling Test at the End of KS2	37%	
% of pupils who reached at least expected standard in English & Maths combined at the end of Key Stage 2	17%	
% Attendance	95.4%	

