

# The Pupil Premium Funding (2019 – 2020)

*No pupil should be left behind. To achieve excellence, we must consistently pursue excellence in expectations, teaching and learning for the benefit of those whom we teach.*

## An Overview

### September 2019

<b>Pupil Premium Funding:</b>	<b>£8,220</b>
<b>Proportion of cohort:</b>	<b>17%</b>
<b>Number of pupils in receipt of Pupil Premium:</b>	<b>7</b>
<b>Pupil Premium Lead:</b>	<b>Mrs L. Pigram</b>
<b>IEB member responsible for Pupil Premium</b>	<b>Mrs H. Faulkner</b>
<b>Date of next strategy review:</b>	<b>Spring 2020</b>

The Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and to "close the gap" between them and their peers. It was introduced in April 2011.

Children currently eligible to receive Pupil Premium funding are:

- Pupils in year groups EYFS (Early Years Foundation Stage) to Year 6 - recorded as "Ever 6;"
- Looked after children (LAC) defined in the Children Act 1989 as children who are in the care of or provided with accommodation by an English local authority;
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order;
- Pupils in year groups Reception to Year 11 recorded as an Ever 6 service child or somebody in receipt of a child pension from the Ministry of Defence.

## Overall objectives (2019 – 2020)

Every pupil that attends our school is entitled to a quality education and to learning experiences. These give them a secure foundation on which to build upon their education. Pupils in receipt of Pupil Premium funding are no different.

The Pupil Premium funding will be used to address the objectives listed below:

- To embed the positive relationships that we have with pupils, families and educators in order to proactively identify individual needs and barriers to achievement.
- To work collaboratively to address individual need and barriers to achieving the best possible education in order that pupils achieve outcomes which enable them to successfully progress to the next stage in their education.
- To target funding to the individual, or group where appropriate, in order to address barriers to learning and achievement.
- To “narrow and close the gap” between the achievement of these pupils and their peers nationally.
- To access strategies and resources to ensure that the pupils who need it most are given opportunities that have a positive impact on their lives, experiences and educations.
- To embed high quality teaching at all levels that challenges and encourages pupils in receipt of Pupil Premium funding to make good progress and achieve targeted goals.
- To continue to embed quality learning behaviours that ensure that pupils in receipt of Pupil Premium funding are able to take responsibility for their own learning and outcomes.

## Barriers (2019 – 2020)

At St. Mary’s we are committed to building a school culture where socio-economic barriers to learning and achievement are overcome and where every child is known, valued and educated to the highest level.

The barriers that face our pupils are individual. Whilst the school does understand that there may be “overarching” barriers that inhibit more than one child, we are steadfast in

our commitment to working with individuals. Therefore, whilst the overarching barriers are noted below, individual, pupil specific barriers are not.

Having analysed the data, known barriers and Passport Meetings, St. Mary's has identified the following general barriers (notwithstanding the above mentioned comment about **individual barriers will not be noted here**). It should be noted that many of our pupils will be experiencing more than one of these barriers to learning and will also be supported through other strategies, for example strategies supporting pupils with Special Needs:

- The limited cultural capital and enrichment experienced by many of our pupils limits their educational experience, vocabulary and understanding.
- The school has experienced high mobility. When children have experienced more than one educational setting, there has been an impact on outcomes, progress and self-esteem which may take time to address. 46% of our current pupils did not start at the school in Reception.
- The previous uncertainty about the school's future has impacted on pupil morale and commitment to learning which is taking time to reverse/address.
- A lack of quality vocabulary and ability to manipulate language effectively impacts on learning and outcomes.
- Emotional well being (due to external factors including mental health and family vulnerabilities) impacts on self-esteem and behaviour for learning and the vulnerability that some pupils experience.
- Irregular attendance of school of some pupils has impacted on learning and outcomes. Significant "chunks" of learning have been missed in some cases and pupils find it difficult to "catch up."
- Gaps in learning and basic skills have impacted on learning and the ability of some pupils to make good progress.
- A historic high staff turnover in some classes has resulted in the school having to address levels of teaching and learning.

## Strategy (2019 – 2020)

Our strategy is reviewed as part of our ongoing school improvement cycle at least termly. Our strategy is focussed on the individual pupil and ensuring that barriers to learning are not seen as barriers to success.

Our strategy will:

- Ensure that the provision for pupils in receipt of Pupil Premium is clearly identified by all as a whole school priority (and development plan) and monitored, as such, by leaders and IEB members effectively.
  - The school development and improvement plans and processes will clearly identify the strategy and improvements being implemented across the school. Staff will be able to articulate what Pupil Premium provision is, what the school has implanted, which children are in receipt of Pupil Premium funding and the impact of the strategy at the end of the assessment period.
- Focus on the individual. Where opportunities and good practice identify areas whereby resources may be “pooled,” this will be done
  - Passports will be used by teachers, pupils and families to provide tailored support, where appropriate. Where resources have been “pooled” the impact will note how the intervention has benefited all relevant pupils. This includes academic and other measures.
- Continue to embed opportunities whereby work with pupils, families and staff identifies barriers to learning, achievement and well being (in school and external to school). This strategy will ensure that the needs of the pupils is considered at all times
  - Passports will clearly indicate barriers to learning and how these have been addressed. They will demonstrate that a clear rationale and process has been developed for each individual child, considering the needs of the child alongside best practice. Where it is considered that adaptations to provision are needed, this will be clearly indicated along with the reasons why.
- Continue to embed the systems whereby individual need is addressed and reviewed regularly,
  - Passports will clearly indicate barriers to learning and how these have been addressed. They will clearly identify how the spending allocated to each pupil has been used alongside the impact of the intervention for each pupil and, where appropriate, all pupils. Passports will identify regular review meetings have taken place and appropriate actions have been followed.
- Provide appropriate support and intervention focused on closing gaps in learning. This will, in turn, enable pupils in receipt of Pupil Premium funding to close the gap between the outcomes that they achieve and the outcomes that all other pupils nationally achieve.
  - Pupils will make good progress (using school progress criteria) and a significantly higher proportion will achieve age related expectations or above at the end of the academic year when compared to last academic year (37.5%).
- Enable staff to access high quality, tailored, CPD (continual professional development) and support that enables them to ensure that Quality First Teaching, rather than a reliance on intervention, results in good progress and outcomes (using school performance and external, end of Key Stage measures as well as Ofsted and SIAMS criteria)
  - Teaching and learning in all areas will be 100% good or better (using OfSTED criteria). Monitoring and triangulation of evidence (including data) will prove that pupils have experienced high quality teaching and achieve outcomes that are at least in line with similar pupils nationally (where there are additional barriers/needs) and where there are no

additional barriers (such as Special Needs), pupils will achieve in line with their peers nationally.

- Provide opportunities for pupils in receipt of Pupil Premium funding to access educational and cultural experiences that enable them to develop their skills, understanding and knowledge
  - The number of pupils experiencing extra-curricular experiences and accessing out of school provision will improve from 2018-2019 data (14% attending out of school provision). Pupils will be clear about their local and national heritage and will use the knowledge and understanding that they gain from these experiences to enhance their work and behaviour.
- Continue to embed the attendance, behaviour for learning, monitoring, Passport, family liaison and other strategies identified in the 2018-2019 plan that were considered successful.
  - The outcomes of these strategies will be measured using outcomes for pupils in receipt of Pupil Premium funding (at the end of the assessment period). These will consider whether they have made good progress (at least 6 steps) from their starting points and whether their outcomes are at least in line with national outcomes. In addition, attendance for this group of pupils will improve by at least 2% (from 2018-2019 data) and family liaison will be positive with no complaints about provision for pupils entitled to Pupil Premium. The number of families successfully applying for free school meals will increase from 17% (September 2019). Behaviour will be judged as at least good using OfSTED criteria and pupils will note that they feel safe in school.

Our strategy is informed by reviewing current best practice and effective provision and by undertaking reviews of the rationale for employing these strategies. We use current information from a variety of sources including the Educational Endowment Fund.

## **Accountability (2019 – 2020)**

Headteachers and governors are responsible for deciding how to best allocate the funds. The progress and outcomes of pupils that receive this funding is closely monitored and tracked to ensure that we are working to close the gap between these pupils and all other pupils.

The Interim Executive Headteacher and leadership team will regularly and rigorously monitor and evaluate and review the strategies put into place and will report to the IEB about the impact of spending, the progress of pupils in receipt of Pupil Premium and the outcomes.

The leaders will use a variety of mechanisms to monitor, review and evaluate the provision it offers. These include, but are not limited to:

- Data analysis
- Pupil Progress Meetings
- Challenge and Support Meetings
- Performance Management (where appropriate)
- Moderated assessment sessions
- Learning walks
- Book reviews
- Learning discussions with pupils and others
- Observation
- Regular, rigorous management meetings to assess impact
- A review of the school improvement plan (specifically the sections that include Pupil Premium)
- Reports to the IEB
- External review

The IEB, in turn, will use a variety of systems and processes (including, where necessary, external review) to review the reports and to hold the school to account.

The Pupil Premium provision is reviewed annually in the Autumn Term and monitored termly thereafter. The data and the development plan are also reviewed termly.

The next full internal review is due at the start of the Spring Term, 2020

The school also uses professional support to review the provision it offers. In the Spring Term of 2019, the school commissioned a review of its use of the Pupil Premium funding and were delighted with the outcomes, several of which are noted below:

- There are very few pupils eligible for Pupil Premium, so support is personalised and systems of accountability are structured around the progress of individual pupils rather than groups.
- When speaking of identifying and addressing barriers to learning, “The barriers identified are those the school can make a difference to, and there is no sense in which barriers are used as an excuse for under performance.”
- The school works closely with parents, consulting them with regard to their child’s needs, and sharing the strategies to be used to improve their child’s outcomes.

Please see the documents, below, for last year’s outcomes and progress.