**Pupil premium strategy**

**Date of next review: wc 26th February 2018; wc 27th July 2018**

Our Pupil premium strategy sets out our aims, funding amount, barriers to achieving our aim and how we seek to overcome these. In addition, we set out the impact of the pupil premium spend on our previous year’s spending.

In setting out our Pupil Premium strategy, the leaders in school looked particularly at the work of John Dunford, National Pupil Premium Champion working between government and school. In working with the DFE and speaking to nearly 15,000 school leaders he has identified the following factors that lead to successful use of the Pupil Premium <https://johndunfordconsulting.co.uk/2015/08/29/the-pupil-premium-journey-lessons-learned-duirng-two-years-as-national-pp-champion/>:

**– Excellent collection, analysis and use of data relating to individual pupils and groups; Frequent monitoring of the progress of every PP-eligible pupil; When a pupil’s progress slows, interventions are put in place rapidly.**

* We analyse our data six times a year, checking the progress individually of all children and groups.
* Individual action plans, including intervention where appropriate are put in place and monitored across the half term.
* Additional 2017-18: appoint a member of the senior leadership to be a pupil premium champion in school, to lead the monitoring and report back regularly to the SLT about the efficacy of provision.

– **Unerring focus on the quality of teaching.**

* During 2015-2016, we were led by a National Leader of Education, and the current Principal is a Specialist Leader of Education. We work closely with the ASPIRE Teaching School and Gawthorpe Community Academy, A National Support School, on joint CPD for all our staff. Our HMI report (October 2015) states:
	+ *Senior leaders have quickly grasped the strengths and weaknesses within the school and have set about using partnerships to provide training, coaching and support for teachers and governors…There is a clear programme of training in place and this is tailored to the needs of individual staff.*
* Additional 2017-18 our School Development Plans evidence that we continually strive to improve the quality of teaching for all children in the academy.

**– Identification of the main barriers to learning for PP-eligible pupils;** **Evidence is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning; Staff (teachers and support staff) are trained in depth on the chosen strategies.**

* We have identified five main barriers to learning for our PP-eligible pupils, and mapped out how we seek to address these (see below).
* We look at evidence to ascertain the progress of our children, and ensure that interventions in place are having an impact across the half term.
* We have a comprehensive approach to CPD through our links with the Teaching School, National Support School and other links within the Multi-Academy Trust, to ensure all staff are well trained.
* We funded support staff to undertake FFT reading training last year, at significant cost to support underachieving readers across the academy, and are now invested in the Improving Support Staff CPD programme, lead by the ASPIRE teaching school.

**– Every effort is made to engage parents and carers in the education and progress of their child.**

* Our learning mentor and attendance officer have been appointed through this process, and significant resources devoted to making the school a more open, welcome place where parents are a key part of the learning process. We have invested in home learning (Ipad spelling scheme) and revision packs for key year groups. We run parent parentship learning programmes, open the school every week for attendance and celebration assembly and regularly invite parents in for class run coffee mornings and events.

**– If poor attendance is an issue, this is addressed as a priority.**

* Our approach to attendance is robust. We have a learning mentor and attendance officer, and work closely with Education Welfare to challenge poor attendance.

**– 100 per cent buy-in from all staff to the importance of the PP agenda is essential, with all staff conveying positive and aspirational messages to PP-eligible pupils. Performance management is used to reinforce the importance of PP effectiveness; Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.**

* Support staff are tasked through their performance management to explicitly support specific PP-eligible children across the academy. Support staff development is ongoing throughout the year with a weekly support staff training meeting led by a senior leader in school and appropriate training courses funded from school.
* All teachers are aware of which children in their cohorts are PP-eligible and complete an overview so they are clear on the strategies they are to use to support these children.

**– Governors are trained on PP.**

* There is a named governor responsible for PP-eligible children.
* This governor has attended relevant training this year from the local authority.
* They regularly scrutinise the progress and provision for these children half termly in standards committee and in governor visits to school.

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| **PUPIL PREMIUM FUNDING 2017-2018** |
| The Pupil Premium Grant is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities. The aim is to diminish the difference between them and their peers in terms of attainment and / or progress.  |
| **Total amount of Pupil Premium in 2017-2018:** | **£69,320 (including £2,000 EY funding)**  |

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| **THE MAIN BARRIERS TO EDUCATIONAL ACHIEVEMENT THAT THE DISADVANTAGED CHILDREN IN OUR SCHOOL FACE** |
| The potential barriers for our disadvantaged children are: * **Attendance** – lower than average attendance and poor punctuality has the potential to minimise the impact of regular high quality teaching.
* **Behaviour** – behavioural issues within the classroom have the potential to disrupt the learning of the child and the peer group.
* **Emotional and Social factors** – Some children experience complex home and school issues which have the potential to act as significant barriers to learning.
* **Limited parental engagement** – for a number of reasons, parents may not engage well with the Academy. This limits parental ability to support at home with activities such as homework.
* **Lower than expected levels of development on entry** to the Foundation Stage (particularly in relation to Communication and Language as well as Social and Emotional Development). – Without early intervention these key areas have potential to significantly limit educational progress across the curriculum.
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| **HOW WE SPEND OUR PUPIL PREMIUM FUNDING IN ORDER TO REMOVE THESE BARRIERS**  |
| **Learning Mentor and Safeguarding officer** **purpose in school is:** To provide a consistent link between the Academy and external agencies with the aim of improving the outcomes of vulnerable children, including children in receipt of the pupil premium. To organise CAF, CIN and CP meetings. This person runs behaviour support groups, works with targeted children who may be experiencing Emotional and Social issues which are limiting outcomes. To provide consistent links with vulnerable parents or family groups. To maintain informal and formal contact with children in receipt of the pupil premium and their families where appropriate. **Attendance and Behaviour officer** The attendance and behaviour officer works with home and school to ensure that regular attendance and punctuality does not become a barrier to learning. The officer works proactively with children, families and with the Education Welfare Service on a range of initiatives and programmes to promote attendance. They work closely with families who are experiencing barriers to good attendance to work with them to ensure that all children attend. This person also works at lunchtimes and break times to promote positive relationships and play activities. **Additional Nursery Manager hours across the Foundation Stage unit** (3 afternoons per week for one term)To work with children 3 afternoons in addition to usual staffing levels, focussing on fine and gross motor skills, language development and number skills. Afternoon sessions in F1 are closed September to Christmas, and only very small numbers January to July to enable this. **Costs to be met from school budget****Additional support staff hours in each class targeting pupil premium children** (1 x hour per day (pm) in each class from years 1-6). Focus on ensuring pupils in receipt of the pupil premium have read, completed homework, are ready for learning and to support any issues arising during the day. **Additional before and after school interventions** Funding is used to allow for a range of before and after school interventions. Children in receipt of the pupil premium are invited to these where appropriate. Examples include dyslexia support, arithmetic club, handwriting skills, fit to learn programme (gross and fine motor skill development). **Costs to be met from school budget.** **Subsidy for residential visits** We subsidise the cost of the residential visits for children in receipt of the pupil premium in order to ensure that economic hardship does not affect a child’s chance of engaging in highly effective out of school experiences. **Free school milk for children in receipt of the Pupil premium. Costs to be met from school budget.**  **Additional booster sessions lead by SLT members for identified children in year 6**To support identified pupil premium children in year 6 and 2 to attain in line or above their predicted end of year assessments. 5 hours per week, for 1.5 terms. **Costs to be met from school budget.** **Awards** Our regular programme of awards (weekly celebration assembly and certificates; termly attendance and pupil of the term trophies; annual Principal’s Commendation letters) celebrate acheivment across all year groups and across all areas of the curriculum. Parents are contacted prior to these and invited to attend award ceremonies. These awards promote the belief that every child has the potential to succeed and improve outcomes. Our weekly awards for demonstrating “Learning Powers” **Parent workshops** Throughout the year we deliver a number of parental workshops and open days to focus parents on identified common barriers / misconceptions. These enable parents to better support their child’s learning at home. These include: * Regular book share sessions (every week in EY and year 1, throughout the year across the rest of the school.
* Spelling workshops for all classes
* Open curriculum mornings, with foci on English and maths
* INSPIRE events to include parents in wider curriculum areas.
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| **Total cost**  | £75,697.50 |

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|  | **Attendance**  | **Behaviour** | **Emotional and Social factors** | **Limited parental engagement** | **Lower than expected levels of development on entry** |
| **Learning Mentor** | **X** | **X** | **X** | **X** |  |
| **Attendance and Behaviour officer** | **X** | **X** | **X** | **X** |  |
| **Additional Nursery Manager hours across the Foundation Stage unit** |  |  | **X** | **X** | **X** |
| **Additional before and after school interventions** |  |  |  | **X**  | **X**  |
| **Additional support staff hours across school** |  | **X** | **X** | **X** | **X** |
| **Additional support staff hours in each class targeting pupil premium children** |  | **X** | **X** | **X** | **X** |
| **Subsidy for residential visits** |  | **X** | **X**  | **X**  |  |
| **Free school milk for children in receipt of the Pupil premium** |  |  |  | **X**  |  |
| **Additional booster sessions lead by SLT members for identified children in year 2 and 6** |  |  |  | **X**  | **X**  |
| **Awards**  | **X**  | **X**  | **X**  | **X**  |  |
| **Parent workshops**  |  |  | **X**  | **X**  |  |