

Millbrook Community Primary School
Pupil Premium 2018 – 19



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Governor – Mrs Jess Donnelly

(to be reviewed December 2019)

Millbrook Community Primary Pupil Premium Policy

OVERVIEW

The Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupils who are eligible for Free School Meals or have been eligible for Free School Meals during the previous six years (known as Ever 6), receive Pupil Premium funding, as are children whose Parents/Carers are in the services. Children, who have been Looked After, were adopted from care on or after 30th December 2005, have a special guardianship order or a residence order receive Pupil Premium Plus funding. The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between pupils eligible for Free School Meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted towards those pupils who need it the most. Every school decides on how to spend their funding.

OBJECTIVES

1. The additional funding will be used to address any underlying inequalities between children eligible for Pupils Premium and others.
2. We will ensure that the additional funding reaches the pupils who need it most.
3. The Pupil Premium will be used to provide additional educational support to raise the standard of achievement for these pupils.

STRATEGIES

1. Pupil Premium will be clearly identifiable within the budget and School Improvement Plan
2. The Head teacher, in consultation with the governors, and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils.
3. The school will assess what additional provision should be made for the individual pupils.
4. The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium
5. The school will publish online information about how we have used the Pupil Premium.
6. We will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
7. We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
8. We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.

OUTCOMES

We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Pupil Premium Allocation 2018 – 19

For the academic year 2018-19, the initial Pupil Premium allocation to Millbrook Community Primary School is:

	Pupil Premium Funding
Nursery	£3344
Reception to Year 6	£161,040
Total Pupil Premium Allocation	£164,384

How we use Pupil Premium Funding

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced. Common barriers for disadvantaged children can be:

- Less support at home;
- Weak language and communication skills;
- Low attainment on entry to the Early Years Foundation Stage;
- More frequent behaviour difficulties;
- Low aspirations;
- Attendance and punctuality issues.

At Millbrook Community Primary School, we recognise that these challenges are varied and there is no one size fits all, we therefore personalise learning for our pupils. Our key objective in using Pupil Premium Funding is to narrow the gap between vulnerable groups and other groups. As a school we have a very good record of ensuring that pupils make good progress

Through targeted interventions we are working to eradicate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach their Age Related Expectations (ARE) as they move through school.

Key Principles of Pupil Premium Funding

Respect - We provide a culture where:

- Staff believe in all children;
- There are no excuses made for underperformance;
- Staff adopt an outcome focused approach to overcoming barriers to learning or to further challenge children;
- Staff support children to develop their basic skills and aspirations towards being the best they can be.

Increasing Learning Time

We maximise the time children have to learn through:

- Providing early intervention for children in Reception, where baseline assessment on entry to School enables staff to ensure interventions are put in place;
- Extending healthy lifestyles to increase learning out of school hours, through after school clubs and lunchtime clubs throughout the year.

Pupil Identification

We ensure that:

- All teaching and support staff are involved in the analysis of data, receive important information about our disadvantaged pupils and their needs and contribute to decisions about intervention;
- All disadvantaged pupils benefit from the funding, not just those children who are underperforming or of a lower ability;
- Underachievement at all levels is targeted, again not just for those lower attaining pupils;
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better.

Improving Day to Day Teaching and Learning

We continue to ensure that all children across the school receive good teaching, with all teaching 'Good or better,' by setting non-negotiables including:

- High expectations ;
- Being good role models;
- Sharing good practice across Millbrook and drawing on expertise from other professionals;
- Providing high quality CPD;
- Improve assessment through joint assessment and moderation.

Data

We ensure that:

- All staff are involved in the analysis of data through Moderation, Pupil Progress Meetings and SEND Reviews so that they are fully aware of the progress and attainment of their pupils but also the strengths and weaknesses across the school;
- Interventions are monitored regularly by key staff;

- We use research such as the Education Endowment Foundation and DfE website to support us in deciding which strategies that will be most effective for our pupils.

Personalised Learning

We ensure that we provide personalised learning and additional support which is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning or how to challenge them further through SEND Reviews and Provision Maps;
- Ensuring additional support staff and class teachers communicate regularly;
- Providing CPD for staff to lead high quality interventions across the school;
- Matching the skills of staff to the interventions they provide;
- Working with other professionals to bring in additional expertise: Multi Agency Support Hub (MASH), Educational Psychologists, Child, Adolescent, Mental Health Service (CAMHS), Paediatricians, Speech and Language Therapists, Learning Mentors etc;
- Tailoring interventions to the needs of the children, for example one to one tuition (Catch up, Read, write inc);
- Recognising and building on children's strengths to further boost confidence.

Priorities

- This year our aim is to continue to raise standards in reading, by enthusing all children become fluent and enthusiastic readers. Read Write inc will provide our children with an outstanding starting point, Spelling Mastery further builds on this and guided reading allows our children to develop and extend a deeper understanding of texts and the Power of Reading extends children's love of books.
- We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve.
- We are determined to ensure high levels of Good Level of Development at the end of EYFS and consistently high Year 1 Phonic Screening results, whilst also ensuring that all groups are achieving above the national average.

The Impact of Pupil Premium Funding

The School's evaluation of its own performance is rigorous and tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement. The impact of targeted interventions is analysed regularly as assessment data is gathered. Moderation of data between teachers in school and other schools also takes place. Follow up support is then put in place if an intervention is not having the desired impact and different interventions decided upon.

In 2018-2019, we will use a range of data to analyse the impact of our Pupil Premium Funding spending, this will include:

- End of key stage data
- Phonics Screening Check Outcomes
- Early Years Foundation Stage data
- Current data based on Teacher Assessments
- Intervention analysis
- Outcomes of observations, work scrutiny, learning walks and pupil interviews
- Stakeholder feedback
- Governor visits

Plan for Pupil Premium Spending and Impact 2018 – 19

Expenditure	Resource	Objective	Outcome
£31,342	Additional qualified teachers to improve literacy and numeracy ensuring classes are smaller	To narrow the gap of attainment for pupils eligible for pupil premium and ensure they are making at least expected progress.	
£18,209	Higher Level Teaching Assistant to raise good levels of development in Reception	To improve outcomes for pupils eligible for pupil premium, target a 9% improvement in 2019	
£2,494	Sports Apprentice delivering lunchtime and after school clubs	To enable disadvantaged pupils to increase physical activity and improve team work and cooperation.	
£27,761	Classroom KS1 Teaching Assistants to ensure small groups in Read, write inc and improve reading and writing levels	To increase reading at age related for pupils eligible for pupil premium – target a 4.5% increase in phonics attainment.	
£9,513	Additional Teaching Assistant in Year 2	To ensure Year 2 pupils make at least expected progress.	
£12,958	Classroom KS2 assistants to support improved reading and writing and small groups in spelling mastery	Ensure the gap is narrowed at the end of KS2 for pupils eligible for pupil premium in line or above national averages.	
£10,549	Catch up literacy 1:1 tutoring and resources to support underachieving pupils	To ensure underachieving pupils eligible for pupil premium improve outcomes in reading and writing – pupils identified as underachieving to improve reading age to be in line with chronological age.	
£3205	Increased midday supervision	To model and promote positive relationships and readiness for learning	

£4911	Early Years Apprentice	To ensure that good quality continuous provision engages and challenges pupils and extends learning.	
£8,321	Grammar and Reading resources	To continue to improve standards of reading and writing for all pupils eligible for pupil premium	
£1,500	Spelling Mastery programme and books	To deliver a structured spelling programme from Year 1 to Year 6 pupils to ensure disadvantaged pupils meet age related expectations.	
£2,610	Read, Write inc training, development and resources	To improve phonics and fluency in reading for pupils in Reception to Year 2 (target 4.5% rise in Year 1 phonics).	
£4026	Speech and language support	To ensure early identification of speech and language difficulties and wave 3 support.	
£14,116	Attendance Officer	To improve levels of attendance for pupils eligible for pupil premium particularly persistent absenteeism – ensure attendance is at least in line with national averages.	
£642	Beanstalk – volunteer reading	To accelerate progress of children with hard to reach parents – four identified underachieving children/	
£2350	Family Literacy	To engage families in learning alongside their child	
£5377	Making Good Progress	To ensure resources are purchased to support interventions with children.	

£3000	Educational Psychologist	To purchase additional EP time for disadvantaged pupils with SEND in order to clearly identify strategies in partnership with school, to help specific children to learn more effectively.	
£1500	Educational visits	To ensure there is a wealth of opportunities for pupils to enrich their learning and remove the potential cost barrier.	