

# **Baines' Endowed Primary School and Children's Centre, a Church of England Academy**

## **Pupil Premium Statement**

### **1. Principles and context**

The Pupil Premium Grant (PPG) was introduced in April 2011 and is intended to address underlying inequalities between children who are disadvantaged by specific circumstances and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is allocated to:

1. Children who have been entitled to Free School Meals at some point in the last 6 years.
2. Children who have been, or currently are, looked after by the Local Authority.

The PPG is funding is additional to the school's main budget. Schools are free to decide how to use this funding in order to best support the raising of attainment and social and emotional well-being of their most vulnerable children.

Funding: Financial Year 2016-17 (source DfE website)

FSM children: £1,320 per pupil

Looked After Children: £1,900 per pupil (including children who have left LA care as a result of adoption, a special guardianship order, a child arrangements order or a residence order.)

### **2. Mission Statement**

Our mission statement:

With God's help we work, grow and succeed together.

The mission statement of our school is our starting point. We recognise the entitlement of every child to have full access to a broad, balanced and differentiated curriculum and we aim to provide quality learning experiences within a happy, purposeful, stimulating environment where each child is encouraged and inspired to fulfil his or her potential. At every opportunity, we strive to ensure all children achieve well: academically, socially and emotionally.

### **3. Identifying Disadvantaged Pupils**

The school relies on parents claiming their entitlement to Free School Meals to ensure that the school receives our full allocation of FSM Pupil Premium funding. Parents who have any questions about their entitlement should contact our school office who will be able to help.

We identify our Pupil Premium entitled children by checking our school data on the Key to Success website. In order that we identify all of our pupils entitled to Looked After Pupil Premium funding, we check with our Blackpool Virtual School Headteacher, Janette Weafer.

#### **4. Strategic Use of Pupil Premium Grant**

In order to maximise the impact of this funding at Baines' Endowed, the following steps are taken;

- The money is clearly identified within the budget.
- Pupil Progress meetings are held on a half termly basis where the progress and attainment of PP eligible children is tracked.
- Using this tracking information and the knowledge of the class teacher, bespoke provision is then put into place. Both teachers and Teaching Assistants are effectively deployed to maximise the impact of interventions and support.
- PP children have an in school champion who has oversight of all intervention strategies.
- The social and emotional needs of PP children are also closely monitored so as to provide support for holistic child development.
- Each PP child has a provision map which identifies support given to ensure this is fully matched to individual needs.
- The head teacher is ultimately accountable to the Governors and parents for the allocation of this funding. She will report to Governors on the progress of Pupil Premium children termly and to parents annually.
- School believes that PP children have a right to access the full experience of primary school including learning a musical instrument, trips and residential stays. Therefore, school will aim to subsidise these learning experiences in order to make them accessible to all.

#### **5. Barriers to educational achievement faced by our disadvantaged children**

We find a number of barriers can be present which impact on our disadvantaged children making strong progress in school;

- Low attendance at nursery.
- Low Baseline starting points in Reception class.
- Poor vocabulary and delayed speech and language development.
- Children closed to services such as Speech Therapy due to non-attendance.
- Low aspirations and motivation.
- Low parental engagement in home learning.
- For a percentage of PP children, low attendance and poor punctuality remain of concern.
- Gaps in conceptual learning.
- Limited life experiences.
- Emotional wellbeing.

Over the last couple of years we have found that despite the data for our community showing greater deprivation lower numbers of pupils are being identified as eligible for PPG due to the introduction of universal free school meals in EYFS and KS1.

#### **6. How PPG will be used to overcome these barriers**

A number of resources are dedicated to overcoming the barriers identified above;

- Quality first teaching facilitated by CPD/school to school liaison.
- Development of a bespoke school curriculum which is designed to provide motivating and engaging life experiences.

- Parental engagement and support led by the Deputy Headteacher.
- Enhanced induction and transition in Foundation Stage and as children move to high school.
- Specialist training for early talk and vocabulary development.
- Additional Speech and Language Therapy for identified children.
- Educational Psychologist and Special Educational Needs Co-ordinator time.
- Additional Pupil Welfare support to manage attendance and punctuality.
- Additional teacher supporting phonics in Y1 and English and maths in Y2.
- Additional teacher supporting English and maths in Y3 and Y4.
- Family support worker time, using our experience Children's Centre staff.
- A structured intervention programme delivered by teachers/TAs across the school.
- Achievement for All a programme designed to support vulnerable pupils.
- One to one tuition for identified children, before and after school.
- Increased behaviour support across the school.
- Nurture groups and activities such as Relax Kids supporting emotional development.
- Music tuition for identified children.
- Extra curricular activities for eligible children.
- Subsidised school trips and residential visit.
- Additional resources to support English, maths and the more able.
- Additional books to broaden the available range in the library.

## **7. How the impact of this activity is measured**

The school measures the impact of Pupil Premium funding closely through the use of its school tracking system O Track. O Track allows the school to monitor the impact of the strategies delivered by teaching and non teaching staff used by the school to overcome disadvantage.

Monitoring is ongoing but takes place formally every half term when teaching staff make their half termly assessments. These assessments are discussed in Pupil Progress Meetings, where a specific focus is given to the attainment and progress of PP children. After these meetings the intervention schedule is revisited to ensure we support progress effectively. However if a strategy appears not to be working as the term is ongoing then the strategy will be reviewed even before the end of its predicted life and alternative approaches adopted.

Data is tracked over the year, comparing PP children both to the cohort in general and to other vulnerable groups in school. At the end of each academic year a detailed analysis is undertaken of the support each child has received and the impact both on their attainment and on their personal development.

Most funding is allocated at the beginning of the financial year cycle of funding however some funds are left unallocated in order that the school can respond to immediate and pressing need which sometimes involves new admissions to school.

## **8. How we report the impact of the Pupil Premium Grant**

Our school produces an annual review which outlines how the funding for PPG was spent last year and the impact against that spending. This detailed review is shared with staff and governors and is available to our MAT and inspectors as required. We also produce a simplified report which is

shared with parents and available on our school website – this is done so actual salaries are not accessible to parents. There is also a plan on the website which outlines how we are intending to use our Pupil Premium funding for the following year.

Class teachers share information about our pupil premium entitlement, strategies and impact with appropriate parents at parents evening.

The next full review of Pupil Premium Strategy is September 2017.

### **9. Monitoring and Evaluation.**

Our Pupil Premium Governor is Mr. Brian Waldie and the member of staff with lead responsibility is Miss Jo Snape. Mrs Debi Rusling has responsibility for overseeing and reporting on the impact of intervention strategies in place. Miss Nicola Sawyer has responsibility for overseeing and reporting on the support for children who have been, or currently are, looked after by the Local Authority.

Our Pupil Premium Governor visits school to monitor the use of the PPG and the extent to which it is having an impact in raising the attainment of pupil premium eligible children and closing the attainment gap with their peers. He challenges the headteacher to ensure that the money is being spent in the most effective way possible and reports back to the Full Governing Body on the success of the school’s pupil premium strategies.

This statement was last updated and presented to the Local Governing Committee in January 2017.

The Pupil Premium Statement at Baines’ Endowed School will be reviewed and modified annually.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on the following sheet adding the date and signing where indicated.

Name of Co-ordinator – Miss Jo Snape

Adopted by the Governing Body: \_\_\_\_\_ Dated: \_\_\_\_\_

Date	Proposed Amendment	Signed