

Broughton Primary School



Pupil Premium Strategy

All schools must publish a **strategy** for the school's use of the pupil premium. For the current academic year, the following must be included:

- the school's pupil premium grant allocation amount;
- a summary of the main barriers to educational achievement faced by eligible pupils at the school;
- how the school will spend the pupil premium to address those barriers and the reasons for that approach;
- how the school will measure the impact of the pupil premium;
- the date of the next review of the school's pupil premium strategy.

For the previous academic year, the school must give information on:

- how the school spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

Rationale

Broughton Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Background

The Pupil Premium is a government initiative that targets additional funding at pupils from deprived backgrounds because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government has used pupils who are entitled to free school meals (FSM) as an indicator of deprivation and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (CLA) or previously looked after (PCLA) and service children.

The government does not dictate how this money should be spent, but we are expected to employ strategies that we are confident will 'diminish the difference' in attainment between those pupils who are considered to be deprived and those who are not. We are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils.

Context

Broughton Primary School is not in an area of deprivation; we are in the lowest 40% with an indicator of 0.1. 10% of our pupils are eligible for FSM. The school was in the lowest 20% of all schools for the proportion of SEN support (7%). Two children have an EHCP. There are two CLA in school.

Key Principles

By following these key principles we believe that we can maximise the impact of our Pupil Premium spending:

High Expectations

We will provide a culture where staff believe in all children and no excuses are made for underperformance. We strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Ensuring that disadvantage does not hinder educational progress and attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning and then doing something about it!

Keep Up not Catch up

We are committed to ensuring that every pupil achieves their potential and does not fail to achieve educational expectations because of disadvantage. We believe that putting resources into ensuring that pupils 'keep up' is far more effective than putting resources into helping them 'catch up' when they have already fallen behind.

Early Intervention

We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life. This early intervention supports our 'keep up not catch up' approach to learning but also caters for children who need extra support due to trauma, loss, attachment and developmental gaps.

Inclusive Provision

At Broughton Primary School we acknowledge that pupils in receipt of the Pupil Premium are not always socially disadvantaged and at risk of underachievement. Likewise, there are pupils that we would consider to be vulnerable that are not in receipt of the Pupil Premium and do not receive additional funding. We will ensure that our provision meets the needs of all of our pupils.

High Quality Teaching and Learning

We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Basic Skills

We will concentrate our spending on achieving the highest possible standards in English and Mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour and emotional wellbeing, or access to resources and support.

Our Strategy

Identifying Need

All pupils who are in receipt of Pupil Premium will be entered onto the register in preparation for the beginning of an academic year identifying any areas of underachievement and possible barriers to learning. Underachievement is targeted at all levels, not just the lower attaining pupils. Pupils and their parents will be consulted, as from the Spring term 2019, about how they feel they are progressing and if there are any areas that they feel need additional support. This will be done via a questionnaire sent out following the parent/teacher interviews at the end of term. Pupils' individual needs are considered carefully to ensure that they receive support that is suited to them and will enable them to overcome the barriers identified.

Barriers to Learning

When making decisions regarding the use of Pupil Premium funding it is important that we consider the context of the school and the challenges faced by pupils. We recognise that pupils can experience many barriers to their learning and that these barriers can be long term, short term or can change over time. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Barriers include:

- attachment
- trauma
- bereavement
- possible exposure to alcohol
- family conflict and social problems
- limited experiences and opportunities at home
- lack of resources to support homework
- lack of parental support with their learning in school

LEADING TO:

- low confidence and self-esteem
- behaviour and emotional difficulties
- weak language and communication skills
- developmental gaps

Use of Data

We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- ASP (IDSR) and FFT is analysed in order to evaluate the performance of disadvantaged pupils. Comparisons are made with all pupils nationally and this data is used to set challenging targets for improvement where necessary.
- Pupil Premium children are known to all staff and are clearly identified on our school's tracking system. Their progress in reading, writing and mathematics is tracked termly. Formative assessment is carried out daily and specific needs, both academic and social are discussed and responded to as they arise.
- Every teacher has a Pupil Progress Meeting with the head teacher and SENDCo each term (and sooner if required) to discuss the progress of individual pupils and agree targets and interventions.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

Our provision focuses on four specific areas which cover the range of educational barriers to learning generally experienced by our pupils:

- Social & Emotional Development
- Attainment
- Engagement
- Enrichment

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies within these four areas to ensure that they achieve the highest standards of attainment.

Engaging With Parents

We believe that parents have the potential to impact significantly upon their child's academic attainment in school and we strive to support them in any way that we can. We work closely with parents to address concerns and provide support in times of stress and crisis.

At the end of each term a Pupil Premium Impact Report is compiled during teacher/pupil progress meetings. At the beginning of the academic year the SENDCo uses the information from parents and pupils gathered at the end of the summer term, combined with the Impact Reports, to understand any specific areas in which the PP should be spent (both academic and social). These reports are reviewed at the end of each term during teacher/pupil progress meetings. Further meetings may be held when required during the year to affirm the progress made in the agreed areas.

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium Policy
- Our school's financial allocation for the current academic year
- A summary of the barriers to achievement that our pupils face
- Our strategy to address these barriers and the rationale behind this
- How we'll measure the impact of our strategy
- When and how our strategy will be reviewed
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had

The head teacher will also provide an annual report to the Directors on how effective provision has been in achieving its objectives.

Monitoring and Evaluation

Concerns regarding progress will be referred to the head teacher who will explore these further with class teachers immediately and will review existing provision where necessary.

The Directors for Curriculum and SEND will also monitor the progress of disadvantaged pupils.
This document will be reviewed in September 2020.

Pupil Premium Grant Expenditure 2018-2019

Impact Report

Overview of the school

Number of pupils and Pupil Premium Grant (PPG) received:

Total number of pupils on roll:	140
Total number of pupils eligible for PPG:	17
Total amount of PPG received:	£13860

Nature of support 2018/2019

Broughton Primary School has in place a variety of intervention packages which will take time to impact upon pupil attainment and cannot always be shown in progress in just over a year. Ultimately, our aim is for the children to attain and make progress in line with their peers by the time they leave school in Year 6.

Based on the analysis of data in 2018/2019 the Pupil Premium funding for all pupils was spent on:

- 1:2:1 within class support
- 1:2:1 tuition with our SENDCo or an STA delivering strategies which included: Toe-by-Toe, Bare Necessities, Reading Intervention, IDL, Plus One, Power of Two, Precision Teaching, Read Write Inc
- Providing funded trips/visits
- Funded opportunities to access after-school or holiday clubs

Impact of PPG 2018/19:

2019 YEAR 1 PHONICS SCREENING:

19 children in total in cohort

Pupil Premium: 2 children = 11%

Non-Pupil Premium: 89% children 1 child = 5.5%

Pass rate for Non-Pupil Premium children: 82%

Pass rate for Pupil Premium children: 50%

2019 KEY STAGE 1 SATS:

17 children in total in cohort

Pupil Premium: 4 children = 24%

Non-Pupil Premium: 13 children 1 child = 6%

	Reading PP Pupil	Reading Non PP	Writing PP pupil	Writing Non PP	Maths PP Pupil	Maths Non PP
Number of children at ARE	2	10	3	8	2	10
% of children at ARE	50%	77%	75%	62%	50%	77%

2019 KEY STAGE 2 SATS

Due to such small numbers the impact will not be published on the school's website as children can easily be identifiable. School holds an unpublished version of this document.

Pupil Premium: 1 child = 100%

Non-Pupil Premium: 8 children 1 child = 11%

TRIPS AND RESIDENTIALS:

100% of pupils eligible for PPG attended school trips/residential trips

Pupil Premium Grant - Detailed Allocation of Funding - 2019 -2020

Allocation = £11,550

Objective 1: To close the gap between disadvantaged and non-disadvantage children in English			
Action: To continue to employ additional part-time teachers (x1) & support staff (x4) for targeted intervention/booster provision. To purchase high-quality intervention resources to support in reading and writing			
Rational: Pupil Premium Review revealed that targeted intervention is having a positive impact on those children identified as Pupil Premium. Strategies used include: Toe by Toe, Bear Necessities, Reading Intervention, IDL			
Success Criteria: Expected or better than expected progress made by all children involved in targeted intervention.			
Dates Sept 2019 - July 2020 Review: termly	Person Responsible Mrs L Turpin Mrs A Davis Mrs K Fitzsimmons	Monitoring and Evaluation <ul style="list-style-type: none">Tracking of data and analysis of progress made.Teacher and pupil questionnairePupil Premium Review 2020	Total = £4255

Objective 2:			
To close the gap between disadvantaged and non-disadvantage children in Maths			
Action: To continue to employ additional part-time teachers (x1) & support staff (x4) for targeted intervention/booster provision To purchase high-quality intervention resources to support in maths			
Rational: Pupil Premium Review revealed that targeted intervention is having a positive impact on those children identified as Pupil Premium. Strategies used include: , Dynamo Maths, Plus One/Power of Two/catch up Times Table Intervention Schemes, Precision Teaching			
Success Criteria: Expected or better than expected progress made by all children involved in targeted intervention.			
Dates Sept 2019 - July 2020 Review: termly	Person Responsible Mrs L Turpin Mrs A Davis Mrs K Fitzsimmons	Monitoring and Evaluation <ul style="list-style-type: none"> Tracking of data and analysis of progress made. Teacher and pupil questionnaire Pupil Premium Review 2019 	Total = £4255

Objective 3:			
To give pupils eligible for Pupil Premium Grant the opportunity to access residential trips			
Action: To continue to subsidise enrichment experiences/trips/residential visits for Pupil Premium children.			
Rational: It is important that the parents/carers of those children eligible for PPG are supported in the payment of school residential trips so as to have the same experiences as other children			
Success Criteria: 90% attendance (PPG children) on all residentials			
Dates Sept 2019 - July 2020	Person Responsible Mrs A Bewsher	Monitoring and Evaluation <ul style="list-style-type: none"> Register of attendance Post-residential questionnaire 	£2540

Objective 4:

To give pupils eligible for Pupil Premium Grant the opportunity to access school visits, swimming sessions, after-school and holiday clubs

Action: To subsidise school trips, swimming sessions and any appropriate after-school and holiday clubs for Pupil Premium children.

Rational: It is important that the parents/carers of those children eligible for PPG are supported in the payment of all extra-curricular sessions, after-school and holiday clubs so as to have the same experiences as other children. Specific support this year is for those children who are considered to be more able in a specific area.

Success Criteria: 100% attendance on school trips/swimming sessions. Attendance at chosen clubs

Dates Sept 2019 - July 2020	Person Responsible Mrs A Bewsher	Monitoring and Evaluation <ul style="list-style-type: none">• Register of attendance• Reports from after-school and holiday club leaders	£500
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