

Bollin Primary School



Growing hearts and minds together

Pupil Premium Strategy ***2019/20***

What is Pupil Premium Funding?

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. This funding is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

This funding is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals at any point over the last six years; children who have been “looked after” for more than six months, children who have left local authority care or children of service personnel.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based on the knowledge of our pupils’ needs.

Pupil Premium Funding

For the academic year 2019-2020, we will receive £55k in Pupil Premium funding.

Bollin Primary School's Pupil Premium Strategy

At Bollin Primary School, it is our aim to enable every child to achieve their potential and to leave our school having achieved their very best. We are passionate about ensuring that all children are part of a learning journey that develops them not only academically but also socially and emotionally.

We recognise that currently pupils entitled to PP funding do not achieve as highly as their peers and therefore in 2019/20 it is a key priority to:

- **Close the achievement gap** between children entitled to PP funding and those who are not;
 - every child entitled to pupil premium funding to make **strong progress**;
 - where necessary, **accelerate a child's progress** towards age-related expectations;
 - greater percentage of children entitled to pupil premium funding to **achieve greater depth**.
- Promote the development of children with **high self-esteem, resilience and confidence**;
- Actively promote pupils entitled to PP funding to have **full curricular access and participation in extra-curricular activities**;
- Ensure the **attendance rate of pupils entitled to PP funding to be above 95%** or if not, show strong evidence of school intervention to promote rapid improvement.

Barriers to Learning

At Bollin, we continually strive to address any individual barriers to learning so as to enable our children to flourish and achieve. Some pupils entitled to pupil premium funding have one or more of the following barriers.

- Lack of confidence, resilience and independence;
- Social, emotional and mental health needs;
- Vocabulary poor;
- Difficulties with reading;
- Poor attendance and punctuality;
- Speech and language difficulties;
- Complex needs requiring a multi-agency approach;
- Lack of parental support.

Our PP Strategy outlines **HOW** we will achieve our aim, and address barriers to learning, through **three** separate but integral strands:

Relationships	Inclusive Quality First Teaching	Intervention at the Ideal Point of Learning (IILP)
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1. Relationships

Developing and fostering positive relationships with children is imperative to our PP Strategy. Finding out what engages children with school is crucial and it is through a kind, caring and nurturing approach to developing relationships that will ensure that this aspect is achieved. Children develop relationships with adults in different ways. It is possible that one specific adult may have a closer connection with one child than another. We intend to ensure that these connections are strong and allow time to talk with and find about a child:

What do they like?

What do they dislike?

How can we make their school experience even better?

What can we do to support their learning/friendships/confidence?

As a school, we want to ensure that pastoral needs of children are considered carefully by ALL staff and not just by those who hold a pastoral responsibility.

At Bollin, we have a strong pastoral support system established. Children engage in one to one and small group interventions as and when they require it. This is effectively managed by the Pastoral Lead and can either be structured for a focused and fixed period of time and/or on an individual need basis. A strategy that will continue for all children but with a particular focus on PP children.

We recognise an effective relationship between home and school is crucial if children are to achieve their best. It is our aim to promote and foster positive relations and build two-way trust. We actively seek opportunity to share a child's achievements as well as informing problem when there is a concern. We also seek to engage parents in a child's learning journey, outlining how parents can support their child as well as offering support, if needed. We are committed to:

- Meeting parents at least termly to review a child's progress against their targets.
- Sharing a child's achievements with parents at regular opportunity.
- Being open about a child's targets and encouraging parental support.
- Providing financial support, where needed, to enable their child opportunity to fully access their learning e.g. purchasing uniform, books.
- Working closely with parents to ensure a child's attendance rate is high and any concerns are addressed swiftly and supportively

2. Inclusive Quality First Teaching (IQFT)

At Bollin, we recognise that Inclusive Quality First Teaching (IQFT) sits at the heart of effective teaching and learning and therefore sits predominantly within our Pupil Premium Strategy. It is our commitment to ensure the highest quality of IQFT for every child entitled to pupil premium funding.

In 2019/20, our School Development Plan is heavily focused on developing effective IQFT in all of our classrooms and implementing a challenging and aspirational curriculum that has a clear and robust intentions. The whole school developments are focused on raising standards across all key stages and for all children whilst also directly impacting on the effectiveness of provision for our children entitled to PP funding too.

It is key to the strategy to develop staff's knowledge and understanding of the strengths, barriers to learning and next steps for each individual child and ensure that the provision provided inside and outside of the classroom meets these needs effectively. These barriers and next steps are constantly and consistently reviewed by all involved with supporting the child, to ensure that they reflect accurately the current needs and provisions of the individual.

Feedback, questioning and praise are all fundamental parts of the IQFT approach. It is our role to as staff to ensure that every child has the opportunity to receive feedback from an adult throughout their learning during each lesson, with the intention that this feedback, question or praise will consolidate, deepen or enhance their learning.

Extending IQFT outside the classroom is of utmost importance. We are determined to ensure every child has the opportunity to access the curriculum, both within and beyond the school day. In discussion with parents, we target the use of funding to enable every child to have full access to our curriculum provision. We are committed to use our Pupil Premium funding, in part, to fund participation in:

- school visits and first hand experiences
- school residential trips
- extra-curricular activities
- support with costs of school uniform

We will be asking pupils about the extra-curricular activities they would like to be a part of and endeavouring to offer activities that meet interest. We also want to ensure that for those pupils who require additional support to access these extra-curricular activities can do so with the support of a member of the support staff team can do so.

3. Intervention at the Ideal Point of Learning (IIPL)

Whilst our priority is in developing effective and Inclusive Quality First Teaching, PP funding is also to be used to fund TA support through targeted intervention. TA support is allocated to each year group and in some cases, each cohort dependent on the needs of the children within the classes. TA support is based within the classroom in the morning sessions, when Maths and English are predominantly taught. TA support staff are fully involved in the writing of the Individual Learning Plans and work in close liaison with the class teachers and parents to ensure that the individual child is being supported appropriately.

Intervention may be either:

1. Planned (*a series of planned intervention sessions to focus on a specific area of need*)

These interventions are to take place when it is appropriate for the child, at a time when they will benefit from the learning delivered through the intervention. These planned interventions are to be seen as not a fixed time within the day or week but to be more fluid. For example, if a child is progressing well within a planned intervention and the adult supporting feels that they could continue for a more extended period of time, then they have the flexibility to do so. If a child particularly enjoys a topic of learning and to remove them from the lesson would be detrimental, another and more suitable time is to be found. Where possible, as little removal of the child from the classroom environment, where they feel comfortable, is to take place. An individual child may express that they work best in the library area and so facilitating this is crucial to ensure that they child feels that they have a voice and continues to create a positive relationship with the adult and school.

Some planned interventions may be guided by outside agencies such as: Educational Psychologist, Speech and Language Therapist, Healthy Young Minds or Occupational Therapists. It is our duty to ensure that we deliver these interventions under their guidance but we must use our knowledge of the individual child to ascertain how and when we do this to have maximum impact on their learning experience.

2. Reactive (*providing immediate and responsive support for learning, behaviour, social or emotional needs*)

Interventions can be reactive. There are times throughout a child's learning journey that they will require a more reactive intervention. Once again, key to this element is the relationship with the adult who is involved in this reactive intervention. We are to work closely as a staff to ensure that we have a shared knowledge of each child to enable us to have a positive impact during reactive interventions.

For example, following a lesson, a TA may work with a child for 10-15 minutes, later in the day, to revisit the learning and ensure the child is secure ahead of the next lesson.

3. In Class Intervention (*intervention at a child's point of learning*)

This intervention ensures that adult support is targeted specifically to meet individual pupil need, within a lesson. This ensures support is immediate and provides opportunity for the pupil to engage in further independent learning after adult intervention has taken place. This form of intervention takes place throughout all learning time, with specific focus on PP children to receive in class intervention in each lesson.

Additional PP Commitments:

In addition to whole school initiatives, we commit to the following focused provision for children entitled to PP funding:

- Develop a **robust transition process** before the beginning of the school year to ensure that the next class teacher and support staff have a clear understanding of each child's progress, next steps and barriers to learning.
- **Individual Learning Plans** are created for each PP child with achievable, appropriate and measureable targets set for them.
- Individual Learning Plans are formally reviewed termly although there is a continual review of progress throughout the year. This document is shared with all staff working with the child and is a working document to map the child's progress and intervention successes and FAILS.

How will the impact of this be measured?

The impact of our Pupil Premium Strategy will be measured in a number of ways:

- Termly Pupil Premium Reviews
- Progress/attainment data of disadvantaged children
- Pupil progress meetings
- Termly review of 'Individual Learning Plans'
- Pupil Voice
- Discussion with parents

Monitoring the impact of Pupil Premium Grant

Mrs O'Hara (Head of School) has overall responsibility for the attainment, progress and monitoring of Pupil Premium children although ensuring the progress of eligible pupils and evidencing this is a whole-school priority.

Children's progress and attainment will be tracked and monitored carefully to ensure they achieve their full potential. Regular monitoring and evaluation is key to ensuring effectiveness of expenditure. Targets for pupils will be set in maths, reading and writing and we know where we expect them to be by the end of the programme or set of lessons. Monitoring is a joint responsibility of the class teacher and senior leaders and regular assessment data is analysed and acted upon. The DFE also analyse our school data and compare our results to national data.

A Named Governor for Pupil Premium has been established. Mrs Helen Johnson (Chair of Governors) will be closely monitoring the implementation and impact of our Pupil Premium Strategy.