

## Pupil Premium

Since September 2012 all schools have been required to publish information about their Pupil Premium funding.

The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. The funding is available for school to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period.

Disadvantaged Pupils	Pupil Premium Grant per pupil
Pupils in Year R-6 recorded as 'Ever 6' Free School Meals	£1320
Looked After Children (LAC)	£1900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1900
Service Children	£300

For the period 1<sup>st</sup> September 2017 to 31<sup>st</sup> August 2018 Salterhebble Junior and Infant School received Pupil Premium funding of £62,768.

Our strategic objective is to close any gaps which could be in academic performance, attendance, or involvement in enrichment activities and promote excellence for all.

During the academic year 2017-2018 Pupil Premium initiatives have been linked to the seven building blocks identified by the DfE and NFER as being successful in raising disadvantaged pupil's attainment.

They included:

- Salary costs for a part time Pastoral worker.
- Subscription to Child Protection Management Online System (CPOMS) for tracking and monitoring vulnerable pupils.
- Deployment of Teaching Assistants to support curriculum access with associated linking salary costs.
- Staffing and food costs for the school breakfast club.
- Funding of trips, visits and visitors to school in promotion of inspirational events and experiences.
- Purchase of resources to support intervention and bespoke needs e.g. school uniform and school milk.
- Commando Joe to promote resilience, self-motivation and self-discipline.

### **1. Whole school ethos of attainment for all:**

We promoted an ethos of high attainment for all pupils, including those who are disadvantaged by treating all disadvantaged pupils as individuals, setting targets to address their specific needs, to avoid the assumption that they all faced the same barriers to learning.

We fostered an ethos of high expectation for all pupils creating a climate of achievement, where all were believed to have equal potential to succeed.

### **2. Addressing behaviour and attendance:**

We ensured that positive, consistent and effective behaviour strategies were in place to respond to the needs of individual children.

We employed a 'Commando Joe' for one day a week to: promote pupil resilience, self-motivation and self-discipline and to further improve attendance and punctuality and enhance physical activity within lessons.

Attendance of Disadvantaged pupils was monitored weekly, therefore any concerns regarding an individual's attendance or punctuality was dealt with promptly.

### **3. High quality teaching for all:**

Staff attended CPD and JPD focused on diminishing the difference for disadvantaged pupils. We emphasised Quality First Teaching and provided consistently high standards by setting high expectations, monitoring performance and sharing best practice.

### **4. Meeting individual learning needs:**

Through gap analysis, we identified each pupil's strengths and areas for development. We provided accurate feedback, including next steps, to help each pupil make further progress in their learning.

We developed bespoke provision to support the individual needs of pupils. We provided individual and group intervention work.

### **5. Deploying staff effectively:**

The skills of staff were closely matched to individual and group intervention work, to optimise impact on pupils' learning.

### **6. Data driven and responding to evidence:**

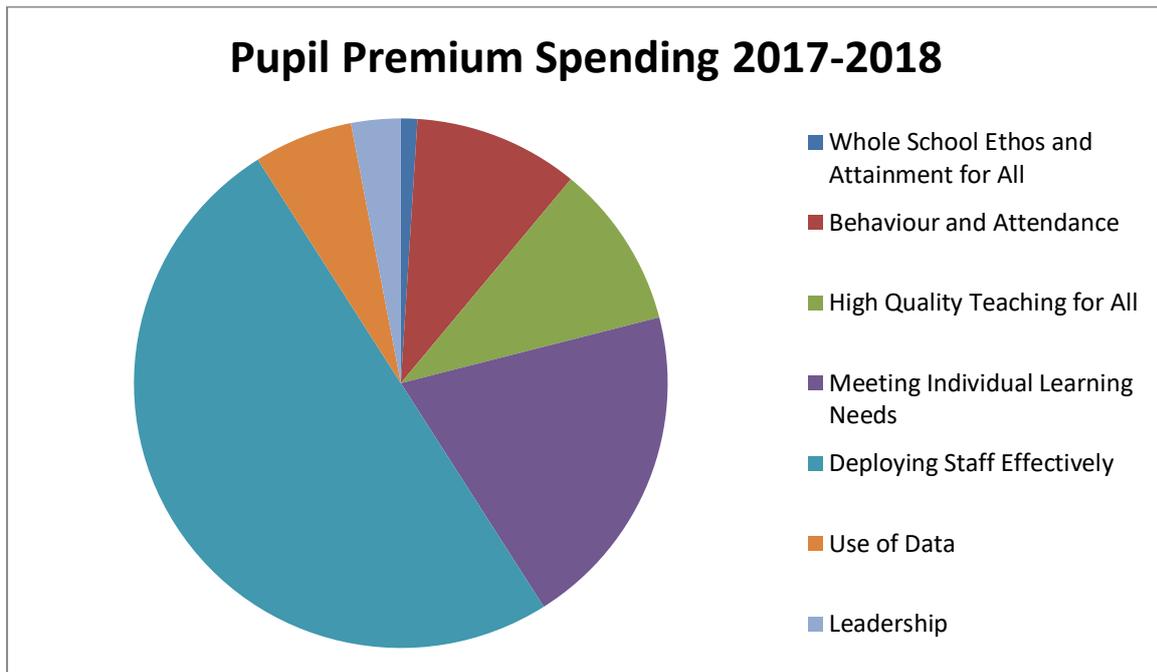
Teachers used data to identify pupil's learning needs, review progress and address under performance quickly.

Assessment for Learning (AFL) was used to provide clear and timely feedback for pupils.

We reviewed the curriculum to ensure breadth and balance.

## 7. Clear, responsive leadership:

The provision of a Pupil Premium Lead was maintained within the school. Senior leaders set aspirational standards and lead by example. Staff were held to account for raising attainment and accelerating progress. Senior leaders ensured that their knowledge of recent research and current practice was reflected in the provision of high quality CPD and JPD for all staff as appropriate.



### Impact: 2018;

100% of disadvantaged Year 2 children achieved the required level in the phonics re-take.

The percentage of disadvantaged children meeting the expected standard in Reading at KS1 was above the National benchmark.

At KS2, the number of disadvantaged pupils achieving a higher standard in Maths was in-line with the National benchmark.

Disadvantaged prior low attainers made more progress than the national comparator in Reading.

Disadvantaged middle prior attainers made more progress than the national comparators in Maths.

More disadvantaged middle prior attainers attained the expected level in combined subjects than the national comparators.

Progress for disadvantaged pupils is greater than the national average for non-disadvantaged pupils in Reading and Maths.

Children understand the gaps in their learning and are clear about the next steps needed to make progress.

Children are able to talk about their learning and behaviours.

Disadvantaged children are able to experience educational visits and extended learning activities.

All Year 6 disadvantaged children who wished to, attended the residential trip to the Lake District, therefore allowing them to develop both their resilience and independence.

Attendance (%) of targeted disadvantaged pupils who regularly attend Breakfast Club increased:

	2016-2017 (%)	2017-2018 (%)
Child A	96.58	100
Child B	96.05	98.94
Child C	97.11	99.73

The number of sessions missed due to absence for disadvantaged pupils in school was 5.1% compared to a National average of 5.7%.

### **Next steps:**

During the current academic year (September 2018 to August 2019) the school is estimated to receive £67,948.

Following analysis of data and considering the main barriers to educational achievement which include attendance, punctuality, behaviour, low self-esteem, poor resilience and oral language difficulties, the school will use this funding to implement strategies intended to diminish the difference for disadvantaged children by the time they leave Salterhebble J and I School.

## **Whole School Ethos**

Promote an ethos of high attainment for all pupils, including those who are disadvantaged.

We will treat all disadvantaged pupils as individuals, setting targets to address their specific needs, to avoid the assumption that they all face the same barriers to learning.

We will foster an ethos of high expectation for all pupils creating a climate of achievement, where all are believed to have equal potential to succeed.

## **Behaviour and attendance**

We will ensure that positive, consistent and effective behaviour strategies are in place to respond to the needs of individual children.

We will monitor attendance and respond promptly if individual's absence or punctuality fall below school target or are a cause for concern.

Social and emotional support will be provided through work with both individual pupils and families to build their strength, resilience and responsibility.

The RESPECT curriculum will be introduced; designed to develop perseverance, empathy, self-awareness and teamwork of our disadvantaged pupils.

## **Quality teaching for all**

As a school we will continue to emphasise 'quality first teaching' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

## **Intervention and differentiation**

Through gap analysis, we will identify each pupil's strengths and areas for development. We will provide accurate feedback, including next steps, to help each pupil make further progress in their learning.

Our provision map will provide individual support for specific learners and group support for pupils with similar needs.

We will ensure that higher ability disadvantaged pupils receive curriculum enhancement e.g. music lessons, 1:1 tuition.

## **Staff deployment**

The skills of staff will be closely matched to individual and group intervention work, to optimise impact on pupil's learning.

## **Use of data**

We will use data to identify pupils' learning needs, review progress and address underperformance quickly.

Assessment for learning (AFL) will be used to provide clear and timely feedback for pupils.

We will use evidence from monitoring of teaching and learning to review and adapt the curriculum to provide breadth and balance, context and interest.

## **Leadership**

Senior leaders will set aspirational standards and lead by example.

Staff will be held to account for raising attainment and accelerating progress.

Senior leaders will ensure their knowledge of recent research and current practice is reflected in the provision of high quality CPD and JPD for all staff as appropriate.