



# Thames Bridge Church of England Federation

*Belong, Inspire, Explore, Succeed*



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

### **What is the Pupil Premium?**

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 2019/20 we have received £6,600 for Clifton Hampden and £7920 for Culham Primary. This is for 6 children who are eligible for Pupil Premium Funding.

### **Understanding Barriers**

At the Thames Bridge Federation, we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we believe that these barriers can be overcome and there is clear evidence based on research by the Education Endowment Foundation that shows that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. This can be achieved by all teachers with high quality professional development, sharing of outstanding practice and reflective conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these through home the opportunities are provided for them by school.

Although financial support is provided for schools specifically for children who are eligible for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

We have identified the following key barriers to learning at the Thames Bridge Federation:

- Challenging domestic circumstances have an impact on pupil’s emotional well-being, motivation and engagement levels in school;
- There is an identified vocabulary gap in pupils eligible for PP. This impacts on their school life through a difficulty in expressing themselves appropriately within friendships and with school staff.
- Additionally, there is an inability to understand and manipulate language which has an impact on achieving within the expected standards in reading and writing;
- As a result of low entry points and historically weak teaching, there are some PP children who are under achieving in maths;
- Reduced or limited engagement with sporting, art or cultural activities beyond school limits children’s access to experiences that may support their learning in school.



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## Nature of Support

At the Thames Bridge Federation we believe that the best way to tackle Education Disadvantage is exposure to consistently excellent classroom teaching. For this reason we have spent a good proportion of the Pupil Premium Grant (£3300 approx.) on employing a qualified teacher to work as our Pupil Premium Champion. The purpose of this role is to:

- Attend partnership meetings to ensure best practise across the schools within the partnership and to share information with staff;
- Provide teachers with relevant information from EEF Toolkit e.g. delivering high quality feedback to children
- Track progress of pupils with teacher meetings
- Monitor and evaluate the impact of the Pupil Premium Strategy;
- Capture Pupil Voice through a range of strategies including focus groups and individual pupil interviews;
- Carry out and host learning walks across the Abingdon Partnership for best practise
- Running additional interventions if and when necessary.

Additionally we have allocated the money to address the barriers in the following ways:

- P4C training and implementation to support the development of a language rich environment and to teach children how to speak and listen to each other. This will additionally support the development of language manipulation to discuss important matters in an appropriate and respectful manner. This will have an impact on how children speak to each other and staff particularly if they are having a challenging time. (£2100)
- Evidence based CPD which focuses on the needs of pupils, specifically those from disadvantaged backgrounds (costs to be defined); TA and Teacher Training where Quality Teaching First can accelerate the learning of Pupil Premium pupils as part of a whole class. Examples of this include: Getting it right when we write: £400; Mulberry Bush Training;
- ELSA Training for TA from January 2020 which includes training from Educational Psychologists. (£665)
- Cultural enrichment opportunities to include: clubs, trips, visits from artists and authors etc which focus on the interests and gaps for disadvantaged children and may include providing music lessons for individuals. There are some children for whom provision of sports kit or uniform can be a challenge. Where appropriate this money would also be used for that purpose. (£1500)
- OXSIT Consultant time to train and support TAs in effective questioning and interactions with pupils and to ensure teachers are planning effectively for TAs (costs to be defined)

Further actions to support pupils:

- Develop on the work around Growth Mindset and Behaviour for Learning
- Develop confidence and self-esteem by providing opportunities for PP Children to be the 'expert' or to have specific responsibilities. This may include responsibility for the library, garden area, computers/iPads, helping support children in younger classes etc. Refer all staff to ASPIRE document from Abingdon Partnership and EEF Toolkit which advocates Quality Teaching First.
- Develop class timetables to include opportunities to practice spelling, mathematical fluency and reading comprehension. PP children to be given the opportunity to read every day to an adult.
- All staff in school regularly 'check-in' with PP and other vulnerable learners throughout the day.



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## **Monitoring and Evaluation**

The Pupil Premium Lead and the Head Teacher, working closely with the Pupil Premium Governor, will undertake regular monitoring and evaluation as follows:

- Data analysis
- Pupil progress meetings
- Regular moderated assessment
- Learning walks
- Learning discussions with pupils who show their books
- Teacher meetings to discuss and track progress of PP children

## **General**

For more information about the Pupil Premium please visit the Department for Education website:

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

And for information on EEF toolkit:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>