

Drighlington Primary School
Pupil Premium Spending Policy

Schools receive additional funding for any pupils who have been eligible for free school meals during the last 6 years, pupils who are looked after by the local authority or who are in care and for pupils from families where a parent serves in the armed forces. Schools have the freedom to spend the premium, which is in addition to the underlying schools budget, in a way they think best to support the raising of attainment of the most vulnerable pupils and close the gap with other pupils in school and nationally.

School Vision

The targeted and strategic use of pupil premium will support children in their learning and will aim to reduce the attainment and achievement gaps between pupil premium and non-pupil premium children in school and nationally.

Barriers Faced by Children Receiving Pupil Premium Funding

- Pupil premium children can have a narrow range of vocabulary and poor speaking and listening skills. These limits in language can limit academic progress in both English and Maths.
- Pupil premium children can lack basic skills such as being able to write their own name (coming into Reception), accurate spelling, knowledge of maths facts and efficient calculating methods.
- There can be a lack of enrichment opportunities outside of school compared to non-pupil premium children due to financial constraints or a lack of opportunities made available to them.
- Attendance rates for some pupils eligible for pupil premium are low. This reduces their school hours which can have an impact on attainment and limit pupils' aspirations.

Key Principles of Pupil Premium Spending

By following the key principles below, we believe we can maximise the impact of our premium spending.

Building Belief:

We will provide an environment where:

- staff believe in ALL children
- staff have a solution focused approach so that children can progress despite the barriers
- staff support children to access and engage with learning
- staff build aspirations and a readiness for transition to high school

Analysing Data:

The school will ensure that

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence.
- All staff are involved in the analysis of data so that they are fully aware of the requirements for pupil premium funding.

Identification of Pupils:

- The Headteacher alongside the Senior Leadership Team and Pupil Premium lead will be responsible for Pupil Premium provision.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as needing support.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- Underachievement at all levels is targeted (not just lower attaining pupils).

Quality First Teaching:

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.

- All teachers will share good practice within the school and draw on external expertise.
- The school will provide high quality professional development.
- The Senior Leadership Team will facilitate the improvement of assessment through joint levelling and moderation.

Individualising Support:

"Nurturing, supporting, believing, achieving".

We will ensure that the additional support we provide is effective by;

- Analysing the individual needs of the child and identifying their barriers to learning.
- Aiming to accelerate progress, moving children to at least age related expectations (ARE) especially in English and Maths, as well as when eligible pupils show aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction.
- Tailoring interventions to the needs of the child (booster groups).
- Allocating funding to a series of interventions grouped in progressive waves. The ultimate outcome of which will be that pupils will achieve their academic and personal potential.
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills.
- Providing extensive support for parents to support their children's learning within the curriculum.
- Providing additional provision for SEND pupils which will be funded through a combination of SEND funding and their Pupil Premium allocation where applicable.
- Recognising and building on children's strengths to further boost confidence.
- Providing individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation:

We will ensure that:

- A wide range of data sources are used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice.
- Assessment data is collected on a regular basis and the impact of interventions is monitored regularly.
- Teaching staff attend and contribute to regular pupil progress meetings.
- Regular feedback is given to children and their adults.
- We will involve the widest possible group of appropriate stakeholders, members of the staff team, the Governing Body, pupils and their families, in making suggestions about pupil premium strategies and evaluating their outcomes.

Provision

Type of provision	Examples
Family Engagement	<ul style="list-style-type: none">• Family support from the Learning Mentor
Attendance	<ul style="list-style-type: none">• Staff time and commitment to attendance strategies and monitoring
Engagement in learning and widening experiences	<ul style="list-style-type: none">• Educational visits• Cluster school events• Theatre company visits• Global workshops• Extra-curricular activities (before school, at lunchtime and after school)• Wellbeing support from Learning Mentor• Lunch nurture group
Accelerated Progress	<ul style="list-style-type: none">• Providing small group work focused on overcoming gaps in learning• Support from a specialist teacher or teaching assistant• Additional group teaching and learning opportunities provided by trained TAs• Additional curriculum resources• Staff professional development• Resources for visual learning

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards narrowing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils and nationally);
- an outline of the provision that was made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a specific provision.

Members of the Governing Body will ensure that an annual strategy statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the strategy statement on the school website.

Review

The policy will be revisited annually in the light of pupil premium allocations and for as long as funds are received under this scheme.

July 2017