



Pupil Premium Policy and Grant Spend 2017 to 2018

PURPOSE

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Headteachers are free to decide how best to use the Premium to support their 'Ever6', FSM and Looked after Pupils. The pupil premium funding figure per pupil is currently £1,350.

At Finham Primary School, we focus on the many different areas in pupils' lives that can cause a barrier to their learning, or make them vulnerable. There is no single solution to narrowing the achievement gap, yet the approaches taken are recorded here allow our school to build on successes and move forward. This sharing of interventions, mentoring, assessment and teaching, alongside powerful groups such as Achievement for All and Finding Your Element, ensures that leadership, progress and overcoming barriers through successful relationships improves the chances for our most vulnerable students.

At Finham Primary School we support all our pupils. We do this by providing high quality classroom teaching, supplemented by interventions to support vulnerable learners, as and when required. The School Leadership Team and Governing Body use the progress of individual pupils as our first starting point when allocating additional resource to support pupils' progress. We believe strongly that the best intervention that can be provided for a child is through focused assessment and targeted support from their class teacher. Through the use of targets and focused marking, we help all of our pupils to understand what it is they are doing well and what they need to do to improve further.

We have high aspirations and ambitions for our children and we believe that no child should be allowed to underachieve. Pupil Premium funding supports our budget and we are committed to ensuring it is spent to maximum effect.

We believe every child has the right to a high quality educational experience and have equal access to great lessons and experiences. For this to happen, every child needs to feel equal in the learning arena to his or her peers. The Staff, parents and governors of Finham Primary School fundamentally believe that this can only be achieved if each individual child is part of an exciting array of life and learning experiences that ensure there is an 'Equality of Conversation' on the playground. We are committed of creating a school where there is not haves and have nots, where the experience of being part of the community of Finham is such that it holds the currency of self-esteem, determination, hard work and success and where every child enters the class ready to expect the best of themselves and make a positive difference to themselves and their community leaving the school with a purpose and being 'secondary ready.' Sustainable progress in the broader sense!

We believe that every child should have access to a series of experiences that strive to enrich their lives and support their learning and self-esteem. These experiences are underpinned by the school's 5 core values, Teamwork, Respect, Integrity, Enjoyment and Discipline.

If you are proud of what you have done and know that others are proud of you, you can stand tall and know you have value and are valued.

This policy is intrinsically linked to the School Sport Premium Policy because the governors of Finham Primary School believe that they both form a fundamental partnership in developing Character Education and a Child Centered philosophy in school.

The 'Finham Experience' links with our MAT World Class Guarantee and pledges to ensure that by the time the children are ready to leave Finham Primary School they will have:

- Had access to at least 100 hours of self-chosen 'Finding Your Element.'
- Worked with a Volunteer and had the opportunity to volunteer within their community.
- Represented their school in something.
- Been part of a Forest School/Commando Joe DfE backed enrichment programme.
- Been to Plas-Dol-y-Moch Outdoor Education Centre in North Wales.
- Performed at a Major Event and been to see a Major Event.
- Had full access to the School Sport Premium Programme.
- Learnt to ride a bike.

- Slept under the stars.
- Experienced different cultures and international linking opportunities.
- Has taken up at least 1 regular extra-curricular activity.

Allocation of funds

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups and to enrich their learning. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach, and go beyond, age related expectations as they move through the school. We analyse our data thoroughly to inform our decision making and we have also identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key principles

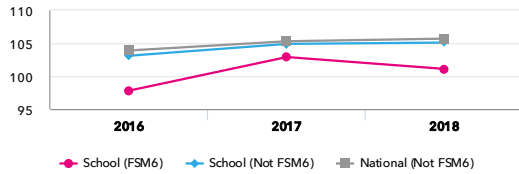
Analysing Data

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use the Classroom Monitor profile system to support us in determining the strategies and skills that will be most effective and the FFT Analysis below to highlight trends and areas for improvement.

Disadvantaged pupils

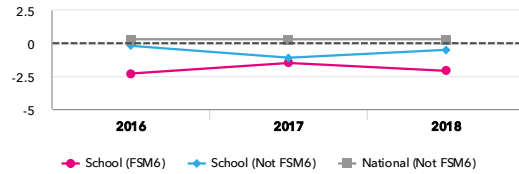
KS2 attainment for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



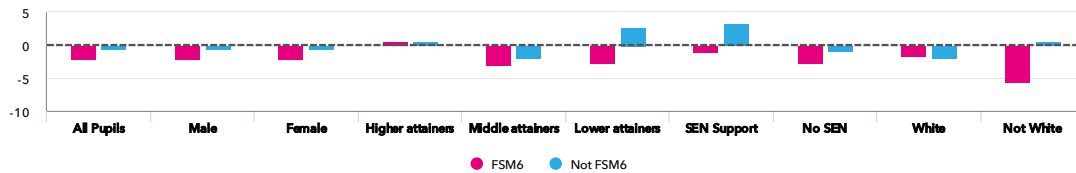
KS2 progress for disadvantaged pupils 2018

Average Scaled Score (Re, Ma)



Progress gap

Average Scaled Score (Re, Ma)



Attainment & progress

Pupils	Attainment			Progress					
	Average Scaled Score (Re, Ma)			Average Scaled Score (Re, Ma)					
	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap			
Summary	All Pupils	9	53	101.1	105.1	-4	-2.1	-0.5	-1.6
Gender	Male	4	26	102.4	105.1	-2.7	-2.1	-0.4	-1.7
	Female	5	27	100.1	105.1	-5	-2	-0.6	-1.4
Prior Attainment	Higher attainers	2	19	107.8	110.4	-2.6	0.4	0.5	-0.1
	Middle attainers	5	27	100.8	102.9	-2.1	-2.9	-1.9	-1
	Lower attainers	2	6	95.3	98.7	-3.4	-2.5	2.7	-5.2
SEN Group	SEN Support	3	4	101	98.6	2.4	-1.1	3.2	-4.3
	No SEN	6	49	101.2	105.7	-4.5	-2.5	-0.8	-1.7
Ethnic Group	White	8	17	101.9	102.1	-0.2	-1.6	-1.9	0.3
	Not White	1	36	95	106.6	-11.6	-5.5	0.2	-5.7

Identification of Pupils

We will ensure that:

ALL teaching staff are involved in analysis of data and identification of pupils

ALL staff are aware of who pupil premium and vulnerable children are

ALL pupil premium children benefit from the funding, not just those who are underperforming

Underachievement at all levels is targeted (not just lower attaining pupils)

Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching, achieved by using our year group and senior leaders to:

- Share good practice within the school and draw on external expertise
- Set high expectations
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Providing earlier intervention (EY and KS1 targeted support)

Individualising support

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

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

- Providing extensive support for parents
- Recognising and building on children's strengths to further boost confidence

Measuring the Impact:

The school tracks the progress of all children, and pays particular attention to the progress of our most vulnerable children.

A variety of intervention programmes, particularly AfA, including those supported by PPG are implemented as required, and the impact measured and reported to the Pupil Premium Governor and MAT.

School performance indicators for disadvantaged children in recent years show that the academic achievement of or Disadvantaged Children remains below that of the non-disadvantaged children but progress from prior key stage data is improving. The school monitors the impact of the allocation of all its resources, including PPG, to ensure all children make excellent progress in the broader sense and have the best opportunities at Finham Primary School and are tracked through to Year 7 and beyond. A change in the way in which we target academic progress has been implemented and will build on the 'whole child' approach that underpins the schools philosophy.

Annual Pupil Premium funding

In 2017/2018 the school received a PPG of £52,000

In 2018/2019 the school is expected to receive £43,500

How we spent the Grant in 2017/2018

Intervention	Cost	Purpose / Impact
50% of Learning Mentors Salary	£15000	To continue to monitor attendance and work with parents on increasing attendance across all age groups. Reduce % of persistent absence in PP children to 7.5%. Current % persistent absence PP 3% High levels of parental engagement through regular meetings with Learning Mentor
Additional Staff to Reduce Ratios and deliver targeted intervention	£6000 Teaching Time for Year 6	To target children and teach in small groups to ensure accelerated progress and

	£10000 TA Support	<p>increase % of children achieving ARE and higher standard.</p> <p>To close gaps in learning and ensure accelerated progress for all pupils from EYFS- KS2.</p> <p>PP pupils are closing the gap with non PP pupils in most year groups; especially in reading.</p>
Finding Your Element - Resources to support enrichment learning	£2000	<p>To allow all children to take part in curricular activities that will enhance curriculum learning and create a pathway to extra curricular opportunities and out of hours learning.</p> <p>All children able to take part fully in school life leading to improved attendance and higher levels of self esteem.</p>
Achievement for All - Structured Conversations.	£1000	<p>To provide support for newly arrived children and families with EAL and ensure accelerated progress for those children to enable them to reach expected standard in Literacy at end of EYFS and KS1</p>
Subsidised Music Lessons, Trips and Residential Visits	£6000	<p>To allow all children to take part in extra- curricular activities that will enhance curriculum learning.</p> <p>All children able to take part fully in school life leading to improved attendance and higher levels of self esteem.</p>
Relate - Time for You Counselling	£8000	<p>To support children's wellbeing and enable them to make better progress with improved mind-set in class.</p> <p>Feedback from counsellor and class teachers shows children are growing in confidence and more engaged with learning.</p>
Emergency Wrap-around Care	50% @ £3000	<p>Supported 6 PP children. Feedback from staff shows children are more settled</p>

		coming into school to start lessons and ready to learn.
Clothes and Emergency funding	£1000	

Priorities for 2018/19

- Parent support/engagement sessions - reading
- Provision for most able PP children
- Well Being and Resilience

Barriers to future attainment (for pupils eligible for PP including most able)

In-school barriers

Percentage of children entering Nursery and Reception with English as an Additional Language is increasing and some have little/no English which impacts on their Literacy attainment.

The percentage of children achieving a higher standard in Reading and Maths is not proportional to the amount achieving age related expectations. Engagement in reading for PP children is inconsistent.

A high level of PP children at Finham have SEND.

A high level of PP children at Finham are summer born.

External barriers

Attendance of children receiving PP is affecting their attainment in school.

Persistent absence of PP children is 10.8% compared to 6.3% for non-disadvantaged children.