Pupil Premium Spending Statement and Strategy 2018/19

Purpose and Aims

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most. The government awards the funding to help raise attainment for these pupils.

National data shows that as a group nationally, pupils who have been eligible for FSM's at any point in time have consistently lower educational attainment than those who have never been eligible for FSM's. All schools are required to publish, on their websites, what the funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Sheep Dip Lane Primary we aim to make a clear plan for the provision for disadvantaged pupils; however we also recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being disadvantaged.

Pupil Premium Strategy Statement

We strongly believe that it is equally true that good or better teaching and strong leadership with a relentless focus on improvement will make a real difference - whatever the context, or degree of challenge facing a school. We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

We recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers to ensure the best possible learning outcomes for all. Whilst the pupil premium has focused many schools' attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too. We firmly believe that ultimately the impact of pupil premium should lead to improved attainment for all disadvantaged pupils. However, important outcomes, which will lead to this might include – increased rates of progress, improved attendance, improving family engagement, developing skills and personal qualities whilst extending opportunities.

Barriers to Learning

Through our school core values we have an ethos of aiming for high attainment for all pupils. We treat each pupil as an individual and consciously avoid stereotyping disadvantaged pupils by referring to them as a group – we never assume that all disadvantaged pupils face similar barriers or have less potential to succeed. Our targets have always been to ensure that groups of disadvantaged pupils are doing as well as other groups of students. We see pupils as individuals, each with their own challenges, talents and interests.

Staff throughout school work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above age related expectations. Teachers seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies.

Achievement – data driven

The support put in place, as appropriate, for pupils receiving free school meals results in those pupils making expected or above expected progress. Close observation of the results achieved by pupils receiving free school meals ensures that if a pupil should show signs of falling behind, they are provided with the necessary support offered by one of our interventions programmes. We continuously monitor levels of progress and attainment for all pupils very carefully. Where pupils would

benefit from additional support to boost their learning, this funding provides the opportunities that we are able to offer. The funding is used on a priority basis to support any pupil who needs it in order to achieve at least the levels expected for their age. This is reviewed on a termly basis so that the allocation is appropriate according to current levels of attainment and rates of progress. Funding supports the acquisition of skills in Literacy and Numeracy but also the social and emotional needs of our pupils.

Throughout school we rigorously use data to identify pupils' learning needs at every opportunity –when pupils join the school, during regular reviews of progress and during day-to-day teaching. All staff review progress, spot any signs of underperformance and address them quickly (wherever possible with same day intervention). Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. A consistent marking scheme is implemented across school which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers.

As a whole school we also monitor the success of support strategies through the implementation of the 'Provision Map' and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced.

High Quality of Teaching and Learning

Teachers are focussed on differentiation for groups of all learners and are moving away from whole class teaching in order to target the learning more effectively within each lesson. There is evidence that teaching is 91% good or better. In addition to the above, the school recognises the fundamental importance of quality first teaching for all its pupils. We have therefore used our staff development time to focus on securing consistently good teaching and learning with much moving towards outstanding.

We have reviewed our approach to marking and feedback, the use of effective questioning and enabling children to understand how to be effective learners. The quality of teaching and learning is central to all pupils making progress throughout school and through the targeted intervention groups delivered by quality trained support staff enabling the pupils to remove any barriers to learning and guarantee accelerated progress. The strong focus on the basic skills enable the pupils to gain the skills and knowledge that they need to reach higher attainment. The enriched curriculum ensures all children are engaged in the learning by doing more. Pupils are more confident in their main classes and this increases their participation whilst positively impacting on behaviour.

Behaviour and Safety

Pupils' attitudes to learning are of an equally high standard across school, incidences of low-level disruption in lessons are rare. Pupils' excellent conduct and behaviour reflects the school's effective Thrive strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning. Staff and pupils are unreservedly positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality, which is identified through external visitors.

Through the implementation of the Thrive Approach and focused sessions all groups of pupils understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.

Attendance

Pupils have to be in school and able to pay attention before they can access learning. We have implemented really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. Within school we have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families. We have also employed and established a rapid response systems to address poor attendance. This includes staff contacting home immediately a pupil fails to arrive on time. If the problem persists, staff work with families to address any barriers they face in getting their children to school.