

At Amblecote Primary School, all members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.

Every Child who is considered to be 'disadvantaged' is valued, respected and entitled to develop his / her full potential irrespective of disadvantage.

What is the Pupil Premium?

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding to schools in order to support specific groups of children who are vulnerable to possible underachievement. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress and raise attainment and therefore closing the gap between them and their peers.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

Aims of the Pupil Premium

At Amblecote Primary School, we aim to spend our Pupil Premium funding in the most effective ways. We consider both the academic and social needs of the children in our care. We target the funding well from the outset, being responsive and flexible to individual needs and use progress and tracking procedures to identify the strengths and weaknesses of individual pupils. Effective intervention strategies are used in order to close gaps in the attainment of disadvantaged pupils, particularly within English and maths. These strategies are routinely evaluated and analysed, as is the impact upon pupil attainment.

Principles

At Amblecote Primary School, we are passionate about developing the whole child. Therefore, when making decisions about allocating funding, we consider our children's:

- Academic outcomes
- Enrichment and engagement
- Wellbeing

Staff will assess children's achievement and use this information to identify appropriate interventions or approaches to assist in their learning. Any decisions about how to spend the Pupil Premium funding are based on this information.

Who is entitled Pupil Premium?

In the 2019 to 2020 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £300 for a child with a parent in the services.

Schools will receive £2,300 for any pupil:

- identified in the January 2018 school census of having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order) who has been in local authority care for 1 day or more recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

For pupils who attract the £2,300 rate, the 'virtual school head' of the local authority that looks after the pupil will manage the funding.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Overall Objectives:

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise attainment for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and the peers.
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

How we will ensure effective use of the Pupil Premium

- The Pupil Premium will be clearly identifiable within the school budget.
- The Head teacher in consultation with the Governors and staff, will decide on how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following an 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 one time)

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. 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 being socially disadvantaged.
- The school will assess what additional provision should be made for the individual pupils.
- The school will be accountable for how it has used the additional funding to support the achievements of those pupils covered by the Pupil Premium.
- The Head teacher will report to the Governing Body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Pupil Premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value added that has been added to the education of the entitled children
- We will monitor and evaluate and review the success of the impact of the Pupil Premium funding.
- We will use research (such as the Education Endowment Foundation Teaching & Learning Toolkit) to support us in determining the strategies that will be most effective.
- A Pupil Premium Leader will co-ordinate the Pupil Premium programme and ensure that the action is followed, that all play their part in achieving the aims of this policy and that staff, governors and parents are reported to regularly.

Key Principles

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

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a 'solution-focussed' approach to overcoming barriers
- Staff support children to develop 'growth' mind-sets towards learning.

Identification of pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the 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
- 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 team leaders to:

- Set high expectations
- Address any within school variance
- Ensure consistent implementation of the non-negotiables
- Provide high quality CPD
- Improved 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 (KS1 & EYFS)
- Extending learning out of school hours - booster groups, clubs etc.

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 teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching working the skills of the support staff to the interventions they provide
- Working with other agencies to bring additional expertise
- Providing extensive support to parents to support their children's learning within the curriculum and to manage their children's learning within the curriculum and to manage in times of crisis
- Tailoring interventions to the needs of the child (E.g. Targeted Maths revision sessions in the afternoons for children who struggle in the lesson)

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place could include and would not be inclusive of:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming gaps in and barriers to learning
- Facilitating pupil's access to education and the curriculum through additional and specialist resources e.g. specialist software.
- Additional teaching and learning opportunities provided through mentors, trained TAs or external agencies.
- Interventions to address behavioural, social or emotional barriers to learning - e.g. anger management, conflict resolution etc.
- Contribute towards activities, educational visits and residential visits. Ensuring children have first-hand experiences to support in their learning in the classroom.
- PE provision
- Music provision

This list is not exhausted and will change according to the needs and support our Pupil Premium children require.

Reporting

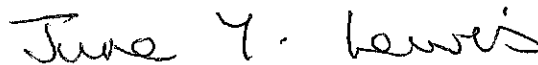
It will be the responsibility of the head teacher, or a delegated member of staff, to produce regular reports for the Governing Body, which will include:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils.
- An outline of the provision that was made since the last report.
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- An overview of spending
 - Total PPG (Pupil Premium Grant) received
 - Total PPG spent
 - Total PPG remaining
- A summary of the impact of PPG to include:
 - Performance of the disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Case studies (pastoral, individualised interventions)
 - Implications for Pupil Premium spending the following year.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website. (This will be updated at the beginning of each academic year)

Governing Body Pupil Premium named governor: Mrs Claire Roberts

Chair of Governors: Mrs June Lewis



September 2019