



A Co-operative Academy

Rickley Park Primary School Pupil Premium Policy and Plan (2017 – 2018)

Approved and adopted by:	Standards and School Improvement Committee
Signed by:	
Date:	September 2018
Date of Review:	September 2019

Reviews and Amendments		
Date	Committee	Amendments
Sep 2018	SSI	New plan added for 2018-19

1. Key Values

We have the same chances, we have the same choices.

We know that everyone has something special to contribute.

We stick together for the good of all

We persevere and work hard, not because we are told to but because we want to improve.

We look after ourselves, each other and our world by taking responsibility for our actions.

We let everybody talk and have their say.

2. Principles

2.1 Rickley Park Primary School is committed to ensuring that the provision which is provided meets the needs of all pupils, maximising progress and closing the gap in attainment and enabling all learners to fulfil their potential.

2.2 The staff and governors recognise that Pupil Premium funding is allocated to children in receipt of Free School Meals (FSM), including children who have been entitled during the last 6 years, Children Looked After (CLA) and children of Forces families. It is also recognised that the funding is aimed to address some of the issues associated with social disadvantage and, in particular, in narrowing any gaps in attainment (*between children entitled to FSM and children not entitled to FSM*) where they exist.

2.3 In devising our policy and plan for the spending of Pupil Premium Funding we recognise that not all pupils in receipt of Free School Meals are socially disadvantaged.

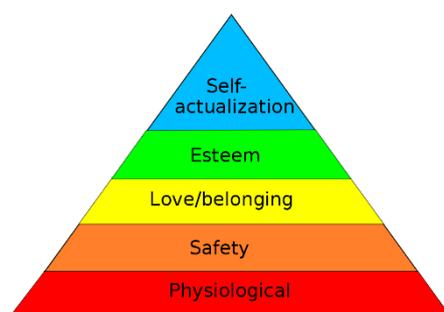
2.4 It is also recognised that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. Whilst it will always be the case that some families are reluctant to apply for Free School Meals, the school regularly encourages families to take up their entitlement by:

- Regular reminders in school newsletters and social media;
- Ensuring that entitlement to free school meals is kept as confidential as possible and having systems in place which do not identify to other pupils the fact that a child is receiving a free meal;
- Offering hot school meal tasting sessions at Parent / Teacher Consultation Meetings for children/parents to try the food offered.

3. Rationale for Pupil Premium Plan

3.1 The staff and governors of Rickley Park Primary School seek to provide outstanding, quality-first teaching for all pupils. Timely, precise additional provision is also used to maximise pupils' progress and attainment.

3.2 At Rickley Park Primary School the plan for the effective spending of Pupil Premium funding will be targeted at supporting the learning and emotional needs of the children to whom the funding was allocated. We believe that children need to be ready to learn and sometimes barriers may be physiological, social or more. We use Maslow's hierarchy of need to assess a child's readiness to learn. Pupil premium funding may be spend ensuring all the needs identified in Maslow's triangle are in place to enable great learning.



3.3 The 2017 – 2018 Pupil Premium Plan aims to contribute towards the achievement of underachieving children in all year groups. In house and external data is used to identify particular areas in the school where additional funding is needed. Interventions, identified through teaching and pupil progress meetings, are the most preferred methods of spending and closing the achievement gap.

3.4 The overarching aim of the plan will be to accelerate the academic progress of all children entitled Pupil Premium funding so that they leave Rickley Park Primary School at the end of Key Stage 2 at least at age related expectations (*initially in English and Maths*)

and in cases where age related is not achieved, progress is at least that of their non pupil premium peers and the national data.

3.5 For 2017 – 2018 the specific aims of the plan, as identified by the schools own self-evaluation and building on the feedback given by the external Pupil Premium Audit (December 2016)

3.6 Gaps are significant in specific year groups and pupil premium spend is allocated here.

3.7 The attendance and punctuality targets for 2017-2018, as outlined in the School Improvement Plan are for children in receipt of pupil premium to be at least at national % or above.

3.8 As recognised in section 2.4 not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. Therefore, it is possible that the Governors will allocate access to additional provision (*funded through the Pupil Premium*) to ensure that the needs of all socially disadvantaged pupils are adequately met. It is also possible that groups receiving additional support will be a mix of children who are entitled to Pupil Premium funding and those who are not, so as not to “socially isolate” pupils.

3.9 When considering the deployment and funding of support in addition to quality first teaching, either through Pupil Premium funding or other school budget monies, the school takes into account the following levels of support (*in order of importance*) to maximise the impact for the pupil:

- Facilitating pupils' access to education;
- Facilitating pupils' access to the curriculum;
- Support in addition to the provision made in the classroom e.g. Specific programmes or targeted interventions;
- Additional opportunities to enhance the academic and social skills learning;
- Additional opportunities to enhance the school offer e.g. Access to curriculum enrichment activities, Rickley Risers (Breakfast club) etc.;
- Alternative support and intervention e.g. *Learning mentor, therapist*

3.10 Identification of Pupils

3.10.1 Progress and Attendance Data

The pupil premium leader, alongside the schools leadership team will monitor the attainment, progress and attendance of all pupils, including those entitled to Pupil Premium funding. Based on the identified needs, the leadership will deploy additional resources (*including those funded through Pupil Premium funding*), as prioritised in section 3.9.

3.10.2 Pupil Progress Meetings

In addition to the target areas identified through data analysis, class teachers will be involved in identifying barriers to learning (*from on-going assessment*) and requesting access to additional support, through regular Pupil Progress meetings. Access to provision will be amended as a result of these meetings. Maslow's hierarchy of needs will be taken into consideration as barriers to learning.

3.10.3 Provision Review (January, April and July)

Following pupil progress meetings, the provision (*as outlined in 3.9*) will be reviewed and may be changed if the data and teacher judgement does not show the expected impact.

3.11 Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Headteacher will agree this following discussion with colleagues. This may include therapies, medical assessments and learning assessments.

4. Provision

4.1 As noted in Section 3.1, where the need for additional provision is required, it should be timely, precise additional provision, targeted at overcoming an identified barrier, to maximise an individual's progress and attainment. Records for all provisions should show entry data, expected outcomes (targets) and exit data.

4.2 In planning the additional provision (2017-2018) for children entitled to Pupil Premium funding the school has also utilised advice from external audit and referred to further external guidance documents. These have included:

- "Teaching and Learning Toolkit", Sutton Trust / EEF
- "The Pupil Premium: How schools are spending the funding successfully to maximise achievement",
- MK guidance and case studies
- 'No Child Left Behind – Everyone's Responsibility' – Raising the Achievement of Pupils Eligible for Free School Meals, Babcock 2013
- Closing the Gap – Giving every child the chance to succeed, Oxford University Press

4.3 The school will consider any additional provision which is proven to raise achievement. This will include provision which is targeted at raising academic attainment, but may also include targeting emotional, social, self-confidence, attendance or raising aspirations where these are identified as barriers to accelerated progress.

4.4 The leadership of the school are also aware that children entitled to Pupil Premium funding may also belong to multiple vulnerable groups, and may be receiving additional support for other identified needs.

5. Monitoring and Evaluation of Provision

5.1 Additional provision is monitored on a session-by-session basis by the member of staff providing support to ensure rapid progress is achieved. Adaptations informed by assessment for learning are made as necessary.

5.2 The overall effectiveness and impact of the additional provision will be evaluated at least on a half termly basis depending on the programme, through data analysis and pupil progress meetings. In evaluating the effectiveness a range of evidence will be used, including:

- Baselining and then assessing after short, specific interventions;
- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Examples of learning (e.g. photographs, recorded learning);
- Formative evidence relating to improved confidence, well-being, attitude, behaviour levels etc.

5.3 A summary of the overall effectiveness and impact of the additional provision will be presented to the Governing Body (School Improvement Committee) on a termly basis.

6. Reporting

6.1 As noted in 4.3, the Headteacher, and the Pupil Premium lead teacher, will produce a termly report for the governors' Standards and School Improvement Committee. This will include:

- An overview of the provision, including any new provision, that has been implemented since the last report; *and*
- A comparison of the average progress made by children entitled to Pupil Premium funding compared to those not entitled to the funding (by year group);

6.2 As part of the annual summary of school performance provided to the Governing Body, the Headteacher will include the following data in relation to children entitled to Pupil Premium funding:

- A comparison of the in-year average progress made by children entitled to Pupil Premium funding compared to those not entitled to the funding (by year group);
- A comparison of the average attainment of the children entitled to Pupil Premium funding compared to those not entitled to the funding (by year group);
- A comparison between Rickley Park and National end of Key Stage data (*attainment at KS1 and attainment and progress at KS2*) to show performance relative to other schools; and
- A financial breakdown of how the funding was spent and an evaluation of the cost effectiveness.

6.3 The Governing Body will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the aim of 'narrowing the gap' for socially disadvantaged pupils on the school website. Parents will be informed when this has been done via the school newsletter.

7. Review

7.1 The Rickley Park Primary School Pupil Premium Policy and Plan will be formally reviewed on an annual basis, based on:

- Changes to funding / legislation;
- Updated reporting requirements; and
- Progress and Attainment outcomes.

7.2 However (*as noted in 3.10.3*), the expenditure and provision will be reviewed on a termly basis (*following Pupil Progress Meetings*) based on the demonstrable impact.

Appendix 1: Example Text for School Newsletter

Do you want the best for your child?

Do you claim any of the following?

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

If so, did you know your child can benefit from **extra funding** (currently for a minimum of 6 years) as well as a daily hot **free school meal** (Years 3-6)? The free school meal is not compulsory, if you are entitled.

The extra funding is used to benefit your child and often benefits other children in the school too, meaning a better education and start in life for all.

BUT your child can only benefit if you have filled in the Pupil Premium (Free School Meal) form.

If you think your child might be entitled, please **collect a form from the Office**. If you would like to talk to us, in confidence, about how to claim or have any other questions, please do not hesitate to pop in and speak to a member of the office staff.

Appendix 2: Pupil Premium Provision and Expenditure (2018-19)

Target 1. To accelerate the progress and attainment of Y6 Pupil Premium children in English and Maths and combined to close the gap against non-pupil premium children (total number of children =)		
Provision	Expected Impact	Cost
To provide an additional teacher in Y6 to accelerate learning in all areas	Attainment and progress will be accelerated	£31,900
To employ a learning mentor to address attitudes to learning in Y6	Learning attitudes will	£25,000
To run an after school learning club for Y6 PP children	Attainment in all areas will increase	£2,000
To provide 121 after school teacher tuition for children in receipt of PP who need to catch up	Attainment in Maths will increase	£3,500
To provide an Easter School for children in receipt of PP	Attainment in all areas will increase	£1,355
To provide CGP books for all children in receipt of PP for Sats preparation	Attainment in the KS2 Sats should increase due to exam practice	£500
To fund trips and visits (including residential) for children who are PP	Increased attendance and widening vocabulary for writing	£1,500
Children perform at the Bletchley Poetry festival	Increased confidence in writing and speaking	£500
	Total	£66,255
Target 2. To accelerate the progress and attainment of lower key stage 2 Pupil Premium children in English and Maths and combined to close the gap against non-pupil premium children		
Provision	Expected Impact	Cost
To provide an after school club to develop experiences and life opportunities such as cooking which will develop vocabulary for writing.	Identified children are more engaged in learning and school life	£2,000
To provide free attendance to after school clubs and holiday clubs to broaden experiences (fit and fed initiative)	Identified children are more engaged in learning and are active and fed in the holidays	£10,000
To provide book bundles to children in receipt of pupil premium for home learning	Children develop an increased love of books and learning	£2,000
To provide homework learning sets for children in receipt of pupil premium	Children are able to complete homework	£1,000
To provide group after school tuition And study books for home learning	Children feel more confident and able to achieve and want to learn	£3,000
To run an after school love of reading club	Children develop a love of books	£1,000
	Total	£19,000
Target 3. To increase parental engagement of those in receipt of pupil premium		
Provision	Expected Impact	Cost
To hold a weekly coffee morning for all parents	Attendance of morning is increased and parents feel	£2,500

	supported and develop positive relations with the school	
To ensure parents are using the online engagement tools such as marvellous me and tapestry	Parents become more involved in child's learning and in turn support learning at home	£1,000
To increase the number of events whereby parents come into school	Parental engagement is increased in learning and relationships are strengthened	£1,000
To run LAC coffee morning support groups	Increased support for families of vulnerable children	£1,300
School uniform is provided for those in need	Parents are able to send children to school as they have uniform	£500
Total		£6300

Target 4: To develop positive attitudes to learning and life across school

Provision	Expected Impact	Cost
Learning mentors in 3 areas of school (jointly funded by notional SEN funding)		£4685
To develop high aspirations and learning expectations across school through an aspirations day	Children will be inspired by those who come in to talk about their work	£2,000
To enable the most vulnerable children in receipt of PP to attend Ride High	Increase self esteem and independence	£4800
Total		11,485

Target 5: To increase attendance and decrease absences of PP children across school

Provision	Expected Impact	Cost
To increase attendance through an attendance officer	Increased attendance of PP children	£6,000
Total		£6,000

Total Expenditure		£102,240
Balance left to allocate		£0
Total Predicted Pupil Premium funding 2018/19		£102,240