Pupil Premium Strategy

What is Pupil Premium?

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted, and children whose parents are currently serving in the armed forces. The Early Years Pupil Premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds.

Our philosophy

At Snainton Church of England Primary School we value all of our pupils, and are committed to providing each pupil with the best possible environment for learning. We recognise that each child is unique and will have different needs, which may vary throughout their time in the school. We have planned to spend our Pupil Premium funding to try to give them the support that they need to ‘be the change they want to see in the World’.

Our priorities

Our priorities are as follows:

• Ensuring each child has an adult they trust in school

• Closing the attainment gap between disadvantaged pupils and their peers

• Providing targeted academic support for pupils who are not making expected progress

• Addressing non-academic barriers to attainment such as meals, attendance and behaviour

• Ensuring that the pupil premium funding reaches the pupils who need it most

Barriers to future attainment

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| **Academic barriers to attainment** | **Non-academic barriers to attainment** |
| Low levels of literacy on entry compared to the National Average | Poor attendance - persistent absentees and holidays in term time |
| Poor language and communication skills | Poor behaviour of some children |
| ‘Outstanding’ teaching not present in every classroom | Arriving at school hungry and not ready to learn |
| Lack of school readiness | Lack of focus and confidence due to poor mental health and wellbeing |
| Lack of wider cultural experiences some of our children have access to | Low levels of resilience and stamina in learning tasks |

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. This tiered approach is consistent with the EEF Guide to the Pupil Premium.

Our tiered approach comprises three categories:

1. Teaching

2. Targeted academic support

3. Wider strategies

Teaching

Good and Outstanding teaching is the most important strategy schools have to improve outcomes for disadvantaged pupils. Using the pupil premium funding to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for Pupil Premium. Our priority at Snainton Church of England Primary School is to ensure that a highly effective teacher is in front of every class, and that every teacher is supported to keep improving their practice.

Targeted academic support

At Snainton Church of England Primary School we consider carefully how staff are deployed to provide specific targeted academic support either in a one to one or small group situation. Accurate data is used by staff to identify children requiring targeted academic support. This is completed as a whole staff team and by considering the needs of the individual child first. Targeted academic support will only focus on the area of greatest need so that any child does not become confused with multiple interventions.

Wider strategies

At Snainton Church of England Primary School we aim to focus on the most significant non-academic barriers to success in school, including attendance, behaviour and social/emotional support. School also provides toast for children each morning and fruit throughout the day to ensure no child is left feeling hungry in the classroom.

How will the school measure the impact of Pupil Premium Funding?

• Assessment tools are used by class teachers to measure attainment and progress at termly intervals through the year

• All teachers are responsible for tracking the progress of all vulnerable groups, including Pupil Premium, SEND and EAL. This information is then collated and monitored by Headteacher

• Pupil progress meetings are held termly as a whole staff to monitor impact and identify any concerns to be addressed.

• Attendance data is collected termly and monitored by the Headteacher

• When selecting pupils for intervention groups and support, this will not be limited to children who are in receipt of Pupil Premium funding, but will include other pupils who have similar needs, and who we believe will benefit from the support / intervention.

• Pupil Premium funding and its impact is a regular agenda item for the School Governor’s meetings.

• Designated staff member in charge: Matthew Davies (Head teacher)

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the pupil premium funding. The school is held to account for the spending of the pupil premium through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant’s impact on individual pupils, or on precise interventions. The school publishes its strategy for using the pupil premium on the school website.

Funding

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| Funding summary 2019/20 | | | |
| Total number of pupils | 21 + 11 | Pupil premium received per pupil | £1,320 |
| Number of pupils eligible for pupil premium | 4 |
| Projected spend | | £5,280 | |
| Funding estimate 2020/21 | | | |
| Estimated number of pupils | | 23 (Rec-Year 6) + 12 (Nursery) | |
| Estimated number of pupils eligible for pupil premium | | 4 | |
| Estimated funding | | £5,590 | |
| Funding estimate 2021/22 | | | |
| Estimated number of pupils | | 25 (Rec – Year 6) + 12 (Nursery) | |
| Estimated number of pupils eligible for pupil premium | | 5 | |
| Estimated funding | | £6,600 | |