



Nechells Primary
E-ACT Academy

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Nechells Primary Pupil Premium Policy

Document provenance

This policy was approved by Trustees as follows –

Committee: Education and Personnel	Date: September 2018
Frequency of review: 2 years	Next review date: September 2020
ELT Owner: Director of Education and Deputy CEO	Author: Regional Educational Director

Nechells Primary Pupil Premium Policy & Strategy

1. Introduction and purpose

- 1.1 The pupil premium was introduced in April 2011 by the coalition government to address the gap in attainment between students deemed 'disadvantaged' and their peers. Children are considered disadvantaged if:
- eligible for free school meals (or have been eligible in the last six years, known as 'Ever 6');
 - looked after, including continuously for more than six months; or
 - a parent works in the armed forces.
- 1.2 The pupil premium is paid to pupils between the ages of 5 and 16 and it should be spent in ways that close the gap in attainment between these students and their peers.
- 1.3 The 2016/17 rate of payment was:
- £1320 per FSM or Ever 6 FSM pupil in reception year to year 6
 - £935 per FSM or Ever 6 FSM pupil in year 7 to year 11,
 - £1900 per looked-after child (who has been looked after for more than a day, has been adopted, has been in care); and
 - £300 per service child or Ever 3 service child.
- 1.4 The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.
- 1.5 Ofsted inspections report on how schools' use of the funding affects:
- the attainment of the pupils who attract the funding
 - the progress made by these pupils
 - the gap in attainment between disadvantaged pupils and their peers

2. Key principles

- 2.1 Our academy has the following key principles in relation to the expenditure of pupil premium funds:
- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
 - Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of all pupils.
 - All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
 - Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
 - In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

3 Making decisions regarding the use of Pupil Premium

- 3.1 When making decisions about using pupil premium funding it is important to consider the context of the school and subsequent challenges faced.
- 3.2 Common barriers for FSM children can be less support at home, weak language skills, and a lack of confidence, more frequent behavioural difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.
- 3.3 In making decisions on the use of the Pupil Premium we will ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- 3.4 We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils. We will:
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
 - Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances
 - Be transparent in our reporting of how we have used our Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resources has been used to make a difference
 - Recognise the fact that FSM pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
 - Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
 - Use the Pupil Premium for all year groups not just those taking examinations at the end of the year

4 Roles and responsibilities

- 4.1 We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils

The Headteacher and Senior Leadership Team

- 4.2 The Headteacher and the Senior Leadership Team are responsible for implementing this policy. They will ensure that:
- all staff are aware of their responsibilities in narrowing the gaps of our pupils.
 - all staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
 - through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

- all strategies are evaluated as robustly as possible to ensure that the approach applied is have the desired effect. In order to do this effectively, the Headteacher and SLT will, where relevant, undertake ongoing evaluations of the strategies being used, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

4.3 It will be the responsibility of the Headteacher to include the following information in the annual report for the AAG/RAB/Board of trustees (see section 4.6):

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Teaching and Support staff

4.4 Teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

4.5 We will provide opportunities for staff to engage in a range of professional development opportunities suite to their particular needs and roles. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Raising Achievement Boards, Regional Performance Boards and the Board of Trustees

4.6 The Board of Trustees ultimately have an important role in ensuring our school complies with legislation and this policy, along with is specific stated actions for narrowing gaps is implemented.

4.7 Through the Raising Achievement Boards (RABs), Regional Performance Boards (RPBs) and Education & Personnel Committee (EPC) the Board of Trustees will:

- At least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In doing this, the trustees (through the RABs, RPBs and EPC) will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.
- Ensure that, as part of their scrutiny, monitoring and evaluation, the impact of each selected strategy in relation to the expenditure of the pupil premium is assessed regularly,

and that appropriate changes are made in a timely manner where impact is not being evidenced.

- At the end of the academic year, the Regional Education Director, through the RABs, will ensure that there is an annual statement prepared by the Headteacher and issued to parents, via the website, on how the Pupil Premium funding has been used to address the issues of narrowing the gaps in our school and the impact this has had. The template in Appendix B must be used for this purpose.
- Ensure that the Headteacher has met statutory requirements in publishing key information relating to the use of Pupil Premium on the school website. Appendix A of this policy sets out this information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

5 Impact

- 5.1 We regularly measure the attainment and progress of all students with particular reference to all our vulnerable groups.
- 5.2 The Senior Leadership Group (including our Deputy Headteacher and SENDCo) evaluate the needs of students and the outcomes of interventions as well as the needs for any additional support that could be put in place.
- 5.3 There is strong communication between pastoral support and curriculum provision to ensure all our students are tracked carefully and their needs are met.
- 5.4 Interventions are logged and progress is monitored to evaluate impact.
- 5.5 The Regional Director of Education is kept informed through regular scrutiny, challenge and support of the Headteacher of this crucial area of work and parents can access information through the school website.
- 5.6 Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.
- 5.7 Our annual review will involve staff, pupils, trustees and parents and carers.

6 Outcomes

- 6.1 Students eligible for Pupil Premium will have been identified and monitored
- 6.2 Pupil premium students will have achieved above the national average and gaps in attainment will have narrowed.
- 6.3 Students will have developed confidence and independence and have been supported with aspirations and ambitions
- 6.4 Disseminating the Policy
- 6.5 This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- In the staff handbook and as part of induction for new staff
- Included in the termly newsletters for parents and carers
- As a summary in the school brochure

6.6 We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate, to share information about the Pupil Premium.



Nechells Primary
E-ACT Academy

Nechells Pupil premium strategy

2018-2019

Financial year 2018 to 2019

for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Reception to Year 6

Schools will also receive £1,900 for each pupil identified in the spring as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding.

Funding is for:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant may be spent in the following ways:

- for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

Pupil premium plan

<ol style="list-style-type: none"> 1. Memory/recall 2. English 3. Maths 4. Place & equipment for homework 5. Emotional Well Being 6. Aspirations/Enrichment 7. Attendance 8. Health 9. Relationships/Behaviour 10. Self Esteem/Confidence 11. Financial Hardship 12. Parental Engagement 	<p>2018 – 2019</p> <p>Number of children entitled to Pupil Premium</p> <p>Age 4 to 11 85/183 - 46%</p>		<p>Amount of Pupil Premium Funding</p> <p>£112,200</p>	
Barrier to Learning	Area of Spend	Cost	Success Criteria	Impact Mid Year/End of Year
Reading	<p>Phonics programme embedded in whole class teaching with high quality intervention support for PP children who require additional support.</p> <p>Identify PP children who require additional support to be part of a phonics, reading fluency or comprehension group.</p>	£8,500	For all PP children in years 1 and 2 to make accelerated progress & close the gap with their Non-PP Peers.	12/16 (75%) Y1 PP children met the expected standard in phonics. 64% NPP reached the expected

				standard.
English & Maths	TAs delivering daily 'gap getting' sessions.	£12,724	As a result of targeted support on specific gaps in learning, PP children are at least in line with their peers in reading, writing, GPS and maths.	GLD: PP 73% NPP 50% Y1 –PP outperformed NPP in all areas. Y2-NPP outperforming in all areas – high mobility this academic year. Y3 – Negligible gap in all subjects. Y4 - Negligible gap in all subjects. Y5- PP outperformed NPP in all areas. Y6- PP outperformed NPP in reading and writing.
English & Maths	Year 6 additional Intervention teacher	£22,107	In year 6, children receiving PP make progress that is in line with, or better than their Non-PP peers.	PP are out performing NPP in reading and writing. 8 PP pupils reached the expected standard in maths, 8 NPP reached the expected standard in maths.
Attendance	Attendance awards/support (bus passes etc)	£1,000	Attendance for the whole academy is in line or better than National 96%. There is little	Whole school attendance is ¹⁰

	Rewards purchased to celebrate positive attendance. OTIS reward scheme to be supported.		gap between PP and Non-PP children.	95.8% PP: 95.25% PA: 4% NPP: 96.75% PA 6.5% See case studies Last academic year PP: 94.25% NPP: 95.39%
Attendance	Daily attendance monitoring: First day phone calls/ follow up calls monitoring/ Home visits/ Support Plans for families and pupil/s. Letters home to parents – targeting Persistent Absentees. Signposting or support such as social, health and care. Spotlight - Office Assistants with DHT.	£5,070	PA % and attendance % to be in line with or better than national averages. Family support to remove barriers to learning – all children achieve and make progress.	Whole school attendance is 95.8% PP: 95.25% PA: 4% NPP: 96.75% PA 6.5% See case studies Last academic year PP: 94.25% NPP: 95.39%
Behaviour/ Self esteem & confidence	3x Learning Mentors - behaviour & emotional support in class including social skills groups & Thrive programme Malachi/Dare to Dream/Free@Last	£27,011	Vulnerable children and their families in receipt of pupil premium access their educational entitlement and make good progress. Barriers to learning identified & social skills groups accessed.	Internal data shows a positive improvement in behaviour of PP and NPP. Reduction in number of FTE. % of PP pupils FTE has reduced compared to the previous year.
Parental engagement	Programme of regular parental workshops delivered around a range of curriculum topics.	£1,200	Parent workshops	Parental engagement has ¹¹ increased - % has

				doubled. Workshops are offered half termly, coffee mornings are run every half term. See overview.
Financial Hardship	Uniform is subsidised for PP CHN as appropriate	£840	All PP Chn have presentable school uniform ensuring	PP pupils are in the correct uniform. Families have accessed funding to subsidise the purchase of items.
Aspirations & enrichment	Teaching Assistants deliver a wide range of enrichment after school clubs – computing, library, reading, maths, holiday, multi sports, football, cricket	£2,000	For all PP children across the school to make accelerated progress & close the gap with their Non-PP Peers.	GLD: PP 73% NPP 50% Y1 –PP outperformed NPP in all areas. Y2-NPP outperforming in all areas – high mobility this academic year. Y3 – Negligible gap in all subjects. Y4 - Negligible gap in all subjects. Y5- PP outperformed NPP in all areas. Y6- PP outperformed NPP in reading and writing.

Financial Hardship	Staffing for Whole School Breakfast Club	£1,862	There is no cost to children in receipt of pupil premium and they come to school for breakfast so they are ready to learn.	The attendance of 83% of PP pupils who attend breakfast club has improved compared to the last academic year.
English & Maths	Easter Revision Groups for Y6 & Y2 4 x teachers 4 days am	£2,980	Increase in number of PP chn achieving ARE at End Of Y6 & Y2	Y6- PP outperformed NPP in reading and writing. There was a 12% gap between PP and NPP in maths.
English & Maths	TAs delivering daily 'gap getting' sessions.	£24,984	As a result of targeted support on specific gaps in learning, PP children are at least in line with their peers in reading, writing, GPS and maths.	QFT is embedded across the academy. GLD: PP 73% NPP 50% Y1 –PP outperformed NPP in all areas. Y2-NPP outperforming in all areas – high mobility this academic year. Y3 – Negligible gap in all subjects. Y4 - Negligible gap ¹³ in all subjects.

				Y5- PP outperformed NPP in all areas. Y6- PP outperformed NPP in reading and writing.
English & Maths	Bug club My Maths Method Maths Times Table Rock Stars learning at home/access of high-quality resources	£1,395 £265 £220 £123	Extended learning opportunities, Enriched curriculum, increased application of skills & knowledge, raised self-esteem through improved academic achievements for PP children.	QFT is embedded across the academy. GLD: PP 73% NPP 50% Y1 –PP outperformed NPP in all areas. Y2-NPP outperforming in all areas – high mobility this academic year. Y3 – Negligible gap in all subjects. Y4 - Negligible gap in all subjects. Y5- PP outperformed NPP in all areas. Y6- PP outperformed NPP in reading and writing. Positive pupil voice outcomes.
Financial Hardship, Aspirations / Enrichment	Class trips incl transport and visitors into school. Termly Enrichment Day	£5,000	Pupils enjoy and engage with all aspects of school life and the opportunities they would	See enrichment overview and ¹⁴

			otherwise not have access to. Children are able to draw on enrichment activities as a means of improving their imagination, creativity, vocabulary etc. To attempt to create a 'level playing field' in terms of life experiences.	positive pupil voice summary.
Aspirations/Enrichment	Music - Year 4 Drumming workshops	£4,000	Pupils enjoy and engage with all aspects of school life and the opportunities they would otherwise not have access to. Raised self-esteem. To broaden horizons and increased exposure to different types of music. Through learning to play an instrument.	Pupil voice reflects the positive impact music and enrichment sessions have had.
	Total Cost	£119,581		