

Pupil Premium Strategy September 2017 – July 2018

Pupil Premium indicative allocation 2017-18 **£26,400**. This figure is comprised of Free School Meal Pupil Premium (children who are currently in receipt of FSM); Ever 6 Pupil Premium (pupils who have been eligible for free school meals within the last 6 years); Looked After Children; Post LAC (Looked After Children) pupils and ex-service/forces children (Ever 5 children)



'...where we all

The progress and attainment of children who are PP /FSM / Ever6/ Post LAC and LAC as well as Ever 5 will be measured and evaluated termly against their peers.

	2017-18	Numbers
Y6	Pupil premium	2
Y6	Non Pupil Premium	9
Y5	Pupil premium	4
Y5	Non Pupil Premium	11
Y4	Pupil premium	4
Y4	Non Pupil Premium	6
Y3	Pupil premium	1
Y3	Non Pupil Premium	16
Y2	Pupil premium	5
Y2	Non Pupil Premium	20
Y1	Pupil premium	4
Y1	Non Pupil Premium	16
EYFS	Pupil premium	2
EYFS	Non Pupil Premium	11

A statement as to the school's strategy in respect of the pupil premium allocation for the current academic year 2016-17

Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

'Diminishing the differences' gap

At Wrenbury, we have high aspiration and ambition for all pupils, regardless of their background. Our vision is that we 'aspire for all to have high expectations, the desire to succeed and the opportunity to achieve their full potential because we all matter.' We offer equality of opportunity.

We have high expectations for all of our pupils, and believe that with good teaching and a lot of love and care, every child can fulfil their potential. Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only. A number of these key strategies are resourced from the schools' main budget, including smaller class sizes, educational support staff and an intervention programme.

The use of targeted interventions is also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social and emotional experiences in and outside school can also have a significant impact. It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels.

As an inclusive school, Wrenbury Primary School strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the School's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

Principles

- We ensure that the teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making the provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for a free school meal. 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

A summary of the main barriers to educational achievement faced by eligible pupils of the school

- Social deprivation factors
- Pupils who have suffered early trauma and experience on-going attachment issues - this includes pupils with emotional and developmental delay
- Delays in social/emotional/behavioural development

- Cognitive delay
- Medical conditions which can impact on attendance and thus learning

The school spends the pupil premium allocation on:

- Providing small group/individual or bespoke interventions with an experienced teacher or TA. Teaching in smaller groups with a qualified teacher
- Booster clubs with Teachers
- Discretionary payments for educational visits including residential visits
- Discretionary payments extra-curricular clubs
- Training and support from professionals
- Purchasing particular resources
- Well-being lunch clubs for all children Y1-6 in small groups with teacher / TA and/or head-teacher support 1:1 for individual well-being
- Social and Emotional Mental Health (SEMH) interventions
- The majority of funding included with SEN budget & spent on employing additional staff which include:

Increased TA hours for teaching small sized groups and therefore children receive more focused & differentiated teaching, years 1 to 6.

All our work through pupil premium will be aimed at breaking down barriers to learning that have been identified in order to move children towards age related expectations. This will initially be in Maths, English and communication.

Pupil premium resources will also be used to improve outcomes for the more able disadvantaged pupils in order to diminish the difference against outcomes nationally.

How Impact will be measured:

- Teachers will use School Focused plans, to measure the progress to meet outcomes set through EP reports as well as other agencies, and targets set within the classroom for children with SEND and PP
- Evidenced based interventions - before and after impact
- Pupil progress tracking including pupil progress meetings each half term will inform impact on progress and attainment through class room interventions, 1:1 etc. and will inform next steps
- End of Year tests will also inform teacher assessment throughout the year

Review date - July 2018

Reporting It will be the responsibility of the Head-teacher, or a delegated member of staff to produce regular reports to the governing body.