



# PUPIL PREMIUM

AND THE SUPPORT FOR DISADVANTAGED PUPILS

EVIDENCE INFORMED STRATEGY & PRACTICE BASED AROUND EEF RESEARCH



## THE WAY WE DO THINGS AT SHIREMOOR PRIMARY SCHOOL

KEY GUIDANCE AND INFORMATION FOR ALL STAFF

PP STRATEGY PLAN LOCATED ON THE SCHOOL WEBSITE UNDER THE 'KEY INFO' TAB

# CURRICULUM OFFER

MORAL COMPASS AND INTENT



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**EXCELLENCE** - In terms of providing an outstanding support package for all disadvantaged pupils regardless of prior attainment or current performance.

**EQUITY** - In terms of 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their wealthier counterparts.

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## ASPIRE. CHALLENGE. RESPECT.

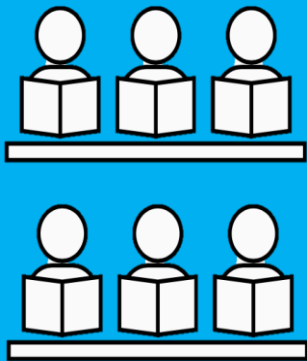


# OUR SCHOOL COHORT

FUNDING AND BREAKDOWN FOR THE 2019 –2020 COHORT



To be eligible for pupil premium the pupil must satisfy one of the following criteria: be currently in receipt of free school meals (**FSM**), have been in receipt of free school meals within the last 6 years (**FSM Ever6**), have been adopted from care (**Post-LAC**), and finally children who are currently looked after (**LAC or also know as CLA**). There is also a service child premium for children with parents who are currently serving in the military. For each FSM and FSM Ever6 pupil the school receives £1515 per academic year. For each Post LAC (adopted) the school receives £2630 per academic year. The Virtual Head is responsible for the provision of LAC Funding. For each Service child we receive £350.



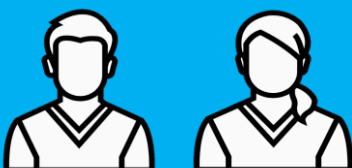
We now have **143** children currently on role from Y1-Y6 entitled to Pupil Premium. This will change throughout the year and will be updated termly. This is as of the January school census.



This equates to **44%** of our whole school and equates to 49% of eligible population from Rec –Y6.



This will attract approximately **£222,070** this financial year and **£129,541** this academic year.



**54%** are **males** in the cohort and **46%** are **females**.

# PUPIL PREMIUM STRATEGY

THE **IMPLEMENTATION** OF OUR PROVISION: LEADERSHIP



## Academic Support

- Structured interventions
- Differentiated work
- Small group support
- Individual support
- Teaching assistants deployment
- Classroom setup/provision

## Pastoral Support

- Lead Learning Mentor meetings
- DSL and Outside agency support
- Family engagement opportunities- trips, productions, 'Seeing is Believing'.

## Teaching and Learning

- Quality first teaching
- Regular CPD
- Support for early career teachers
- Recruitment and retention
- Research-based practice
- Use of SLE's in school
- Networking
- Regular review
- SENDCo support

## Our Pupil Premium Provision



## Wider Strategies

- Behaviour management strategies
- attendance
- Social and emotional support
- Community involvement and understanding
- Breakfast clubs

## Monitoring

- Teacher progress analysis
- Interventions tracking
- ARE progress reviews
- Wider opportunities engagement tracking
- Case studies

## Enhanced Opportunities

- Vast extra-curricular clubs
- Educational trips
- Family trips
- School productions
- Expert Visitors in school
- Cultural and Diversity opportunities
- Personal Development
- Awards and Achievements

## Universal Offer

Universal Offer is the basic entitlement that **ALL** our Disadvantaged pupils have access to.

- Quality first Teaching and Learning
- High priority for **ALL** staff
- Family support from Lead Learning Mentor
- Termly progress summaries
- Extensive intervention programmes
- Enhanced opportunities – trips, experiences etc.

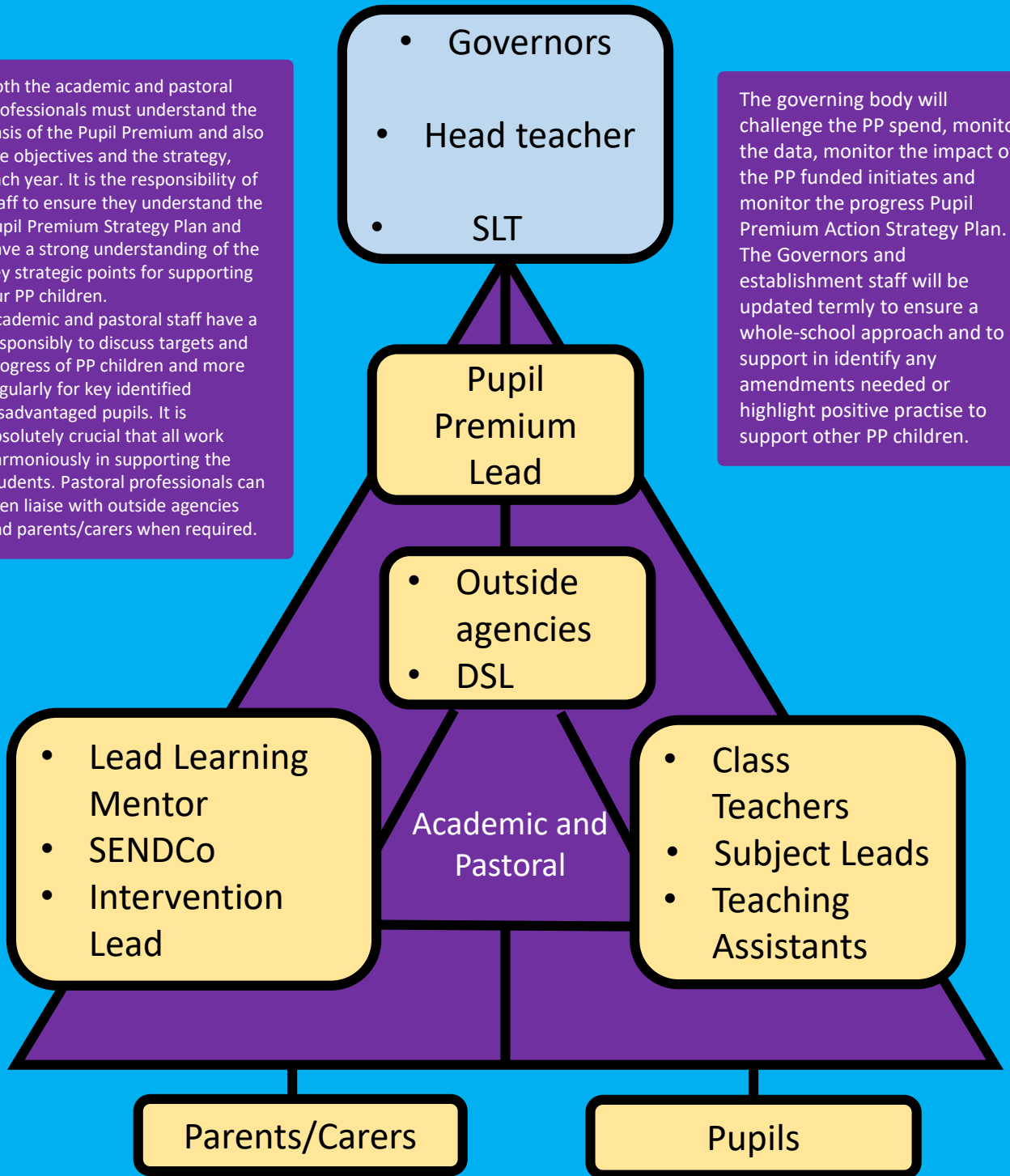
# PUPIL PREMIUM STRATEGY

## THE IMPLEMENTATION OF OUR PROVISION



Both the academic and pastoral professionals must understand the basis of the Pupil Premium and also the objectives and the strategy, each year. It is the responsibility of staff to ensure they understand the Pupil Premium Strategy Plan and have a strong understanding of the key strategic points for supporting our PP children. Academic and pastoral staff have a responsibility to discuss targets and progress of PP children and more regularly for key identified disadvantaged pupils. It is absolutely crucial that all work harmoniously in supporting the students. Pastoral professionals can then liaise with outside agencies and parents/carers when required.

The governing body will challenge the PP spend, monitor the data, monitor the impact of the PP funded initiatives and monitor the progress Pupil Premium Action Strategy Plan. The Governors and establishment staff will be updated termly to ensure a whole-school approach and to support in identify any amendments needed or highlight positive practise to support other PP children.



### Key Stage Leads

Use progress reports, feedback from data captures, subject lesson observations and teacher reports to monitor the progress of our PP children. Liaise with PP Lead, Intervention Lead and SLT to forward plan eliminating barriers for our most disadvantaged pupils.

### Class Teachers

Plan and set appropriate work to meet the needs of our PP children. They offer support where needed both personally and academically to our PP children to ensure equality and to provide the best foundations and opportunities for our children. monitor progress of PP children inline with ARE and, where applicable, personal targets. Have a sound understanding of the child's learning needs and how to facilitate to ensure they make progress. They liaise with intervention providers and appropriate colleagues and outside agenisies to support and help to tackle barriers and close the gap.

### Intervention and Lead learning Mentor

Liaise with the Intervention Lead and the Pupil Premium Lead to ensure that PP children access the correct intervention programmes at the right level, at the right time. Feedback to class teacher's and closely monitor and update tracking grids to provide both qualitative and quantitative analysis of progress to inform future judgements.

# PRACTITIONERS

The **non-negotiables**: What you are expected to do



## YOUR ROLE

- Your main role is to help identify and overcome barriers to learning inside and outside the classroom.
- Liaise with parents/carers to build strong relationships between the school and the community.
- Communicate with academic or pastoral colleagues about the learning journey for your PP children.
- Liaise with PP Lead and SLT about individual and cohort progress and suggest intervention where needed.
- Liaise with Teaching Assistants delivering interventions to ensure transitions between withdrawal provision and in-class support and work.
- Monitor progress personally and academically and seek support where needed to ensure we provide optimal opportunities and support for our most vulnerable children.
- Know the targets for your PP children based on their prior attainment and set work, support and targets based on these.
- Check that your pupils are doing exactly what has been asked for them in order to help them make progress towards their targets.
- If any of your pupils are progressing against their targets praise them. Praise and success is the biggest motivator.
- Celebrate their individual talents.
- If you need advice or support please communicate with the PP Lead, SLT, previous teacher or SENDCo.

## FLAGS TO CONSIDER

- 1 Below 95% attendance
- 2 A negative attitude towards school
- 3 Change in behaviour, emotions or appearance
- 4 Working below ARE when achieved in previous term or Key Stage

