

Rolvenden Primary School



Pupil Premium Statement and Policy

Policy Control	
Responsible Person:	James Tibbles Interim Headteacher Ellen Jones Pupil Premium Champion
Responsible Governor Team:	Jenny Wynter
Date of issue & Approved by Governors:	January 2018
Date due for Review:	July 2018
Other relevant documents to read be in conjunction with this policy:	<ul style="list-style-type: none">• Teaching and Learning Policy• SEND Policy• Safeguarding and Child Protection Policy• Staff Code of Conduct• Home School Agreement

Our school policies are written with the objective of continuously improving our school and realising our school's vision:

Rolvenden Primary School is a small school that makes a big difference by providing a nurturing learning environment where every child matters. Our school's core values of CREATE: ***Creativity, Resilience, Engagement, Aspirations, Teamwork*** and ***Enjoyment*** encapsulates our ethos to enable every child to flourish, develop as an individual and CREATE a confident, life-long-learner and become a responsible member of the community and wider world in which they live in.

Rolvenden Pupil Premium Statement 2017-2018

Pupil Premium Funding: £36,221

Number of Disadvantaged Pupils across school: 22 Children

Proportion of cohort: 21%

At Rolvenden Primary School we are committed to providing the highest quality education for all our children, regardless of background or barriers to learning, in every aspect of school life. All members of staff and the governing body accept responsibility for the well-being, progress and achievement of the children in our care.

School Culture and Values

Rolvenden Primary School has 6 Core Values which make up the word CREATE, because at Rolvenden we CREATE life-long learners. Our Core Values are:

Creativity: Every child is given the opportunity to learn in a creative and imaginative way, developing their individual skills and talents across a dynamic curriculum.

Resilience: All children will be challenged in their learning and taught to build their resilience to not give up, how to persevere and the importance of learning from our mistakes.

Engagement: High levels of engagement from the children in their lessons supports them in achieving the best possible outcomes in their learning.

Aspirations: All children are encouraged to set short term and long term goals for themselves, aspiring to be the best they can be. Staff's high expectations embolden future aspirations.

Teamwork: Collaborative learning is key to children making progress, our children are encouraged to work together and support each other both within the classroom and across the school.

Enjoyment: If a child is happy and enjoying what they are doing they are in the best position to learn, therefore we aim for all of our children to show enjoyment in their learning.

Pupil Premium Grant and Understanding Barriers

The Pupil Premium Grant (PPG) is the way the Government helps support disadvantaged pupils and diminish the difference in achievement between them and their peers by providing schools with additional funding. At Rolvenden Primary School we understand that challenging socio-economic circumstances can create additional barriers to the success of these children, although these can be overcome. Consistently good quality first teaching in the classroom is the most effective way to

support all children, but especially those who are disadvantaged. This can be achieved by all teachers with high quality professional development and opportunities to share good practice both with colleagues in school and beyond. By providing consistently good or better practice in the classrooms across the school, all children including those who may be vulnerable for other reasons are helped to achieve the best possible outcomes according to their starting points.

The Pupil Premium Grant is allocated to schools with pupils on roll who are:

- Eligible for Free School Meals (FSM) or have been at any time in the past 6 years
- Looked after children (LAC) by the local authority continuously for more than 6 months or children who are post LAC (have been adopted)
- Service families

During the financial year 2017-2018 Rolvenden Primary School was given an additional £1320 per pupil who fell within one of the above categories. The school also received £1900 for any child who is looked after, adopted or leave care under a Special Guardianship Order or Residence Order.

The DfE states that it is up to the individual school to decide how to spend this money to best benefit the individual children. The aim of the school is that all pupils should make good progress and that those receiving Pupil Premium funding should make at least as good progress, if not better than their peers. The school is held to account for how they have used the additional funding to support the children eligible.

At Rolvenden Primary School all our pupil premium spending is aimed at accelerating the progress for these children to diminish the achievement gap, provide additional pastoral support to enable them to be in the best possible position to learn and enriching their life experiences. We understand that children learn through first hand experience and we value the importance of providing our children with enriched opportunities to explore things for themselves, especially where these opportunities may not be freely available for them at home.

In order to be highly successful in improving achievements for children eligible for pupil premium we have analysed the barriers to learning for these children in our school and identified the following barriers:

- Emotional well-being, which can impact on behaviour for learning and readiness to learn
- Limited cultural and enrichment opportunities, this lack of first-hand experience limits language development and understanding
- Limited parental engagement, limiting the amount and quality of support accessible at home, especially in reading, writing and maths
- Fixed mindset, many of the children have a fixed mindset of 'I can't do it' 'I'm no good at...'

- Higher mobility, many children join the school late in their primary career, limits time to diminish the difference
- Multiple vulnerabilities, many of the children receiving PP are experiencing other barriers to learning

With the intention of tackling these barriers and supporting these children to overcome them we have put the following support in place:

- FLO 3 days a week to work closely with the families and children to support their emotional needs through play therapy, small group work and counselling support for both parents and children. This enables families who have multiple vulnerabilities to access the support they need and enable the children to have improved readiness for learning
- Music/Play therapists 2 mornings a week, to support individuals and small groups of children to develop their emotional well-being and therefore improve their behaviour for learning and readiness to learn
- Regular CPD for teachers and TAs to ensure continuous improvements in teaching and learning to ensure consistently good or better quality first teaching across the school through children engagement and involvement in lessons
- A qualified teacher to cover PPA and release time in Key Stage 2 to ensure that all children have access to high-quality teaching and learning throughout the week.
- Cultural and enrichment opportunities: school journey, sports coaches, music tuition, educational school visits
- Parental workshops to develop parents understanding about how to support their child's learning and development at home. Targeted support for key families by FLO and SENCO

As a school we ensure that the funding allocated to support these children is always spent on the targeted group and we never confuse eligibility for this funding with low ability and focus on supporting our disadvantaged pupils achieving the best possible outcomes based on individual starting points. It is expected that every child should reach their age related expectation, however, in some case particularly for the more able learners, these children should be challenged to achieve beyond this, working at greater depth. Progress and attainment is monitored on an individual basis

Teachers and Senior Leaders use achievement and progress data regularly to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively. Data is analysed frequently and discussed as a group during termly Teaching, Learning and Assessment meetings. Children's progress and attainment is tracked across the school and used to identify underachieving children, those who are making slow or limited progress and also those who are not working within age related expectations. Targeted support

either in class or through intervention groups is then planned to accelerate progress and diminish the difference in attainment. A dedicated team of Governors monitors how the pupil premium funding is spent and evaluates the impact of the support for these children, looking at progress over time and outcomes.

Through the use of effective marking and feedback, teachers use next steps to ensure that the children are aware of what they need to do to take their learning on and how to improve. In KS2 layered targets for reading, writing and maths are being trialled.

As a school we are aware of the links between attendance and attainment and during our weekly safeguarding meetings attendance is closely monitored for all children, with a particular focus on the PP children. If a child is seen to have regular lateness or poor attendance (below 90%) a letter is written to the parents inviting them in to discuss how we can help them to improve this.

This list is not exhaustive and at every point strategies, discussions and solutions are sought and found in order to ensure the very best outcomes for all children which includes a priority for the children eligible for Pupil Premium funding.

Plans for PP spending 2017-18

The total amount of Pupil Premium funding allocated to Rolvenden Primary School for the year **2017-2018** is **£36,200**; **27 children** are eligible, this is **26%** of the school number.

Below is a breakdown of how the Pupil Premium money is being spent to best support the children in our school:

Provision	Approximate Cost
Family Liaison Officer (FLO) – Pastoral and Family support worker 3 days per week providing small group and 1:1 support and counselling sessions for children and families	£12,000
Family Liaison Officer (FLO) resources	£250
Play and music therapist 2 mornings per week providing small group and 1:1 support for identified children	£1,000
Qualified Teacher to cover PPA and release time	£18,000
20% of SENCO time early intervention	£7,200
Subsidised School Residential Trip (Six pupils in Year 5 and 6)	£750
Subsidised Educational Visits	£1,000
Free school milk across the school	£150
Swimwear to allow PP to participate in in-school swimming lessons	£100

Breakdown of PP spending 2016-2017

The total amount of Pupil Premium funding allocated to Rolvenden Primary School for the year **2016-2017** was **£29,620.00**; **23 children** were eligible, this was **22.5%** of the school number.

Below is a breakdown of how the Pupil Premium money had been spent to best support the children in our school:

Provision	Approximate Cost
Family Liaison Officer (FLO) – Pastoral and Family support worker 3 days per week providing small group and 1:1 support and counselling sessions for children and families	£12,000
Family Liaison Officer (FLO) resources	£250
20% of SENCO time early intervention and Lego therapy	£7,200
Play and music therapist 2 mornings per week providing small group and 1:1 support for identified children	£3,000
Experienced KS2 Booster teacher providing 1:1 and small groups teaching of Reading, Writing and Maths 5 hours per week from term 3	£3,750
Subsidised School Residential Trip (Yr5-6 PP ch.)	£1,500
Subsidised Educational Visits	£1,000
Free school milk across the school	£150
Swimwear to allow PP to participate in in-school swimming lessons	£100

This list is not exhaustive and may be added to as children join our school or if circumstances change. It is important to state that whilst diminishing the difference for our children on free school meals and those eligible for PP is paramount, many of our other children will benefit from the initiative and forms of support shown above.

The Impact of 2016/17 Pupil Premium Spending

- 83% of Year 6 children eligible for Pupil Premium achieved the required standard at the end of Key Stage 2; this is above national average
- Progress in Reading, Writing and Maths for Year 6 children eligible for Pupil Premium was in line with National Average
- Attendance of children eligible for Pupil Premium showed an increase of 1% on the previous year.

For further information regarding Pupil Premium please visit:
<http://www.education.gov.uk/schools/pupilsupport/premium>