

Burghfield St Mary's C of E Primary School

Pupil Premium Grant Strategy

1. Background

Pupil Premium is additional per pupil funding for publicly funded schools in England intended to raise the attainment of children from disadvantaged backgrounds (generally those entitled to free school meals, or who have been so entitled in the last six years) and close the gap between them and their peers. A lesser level of support is provided for children with parents in the regular armed forces. Limited funding and resources means that not all disadvantaged children will be in receipt of pupil premium support at any one time.

Burghfield St Mary's mission is to create a caring Christian learning environment that inspires each individual in the school community to fulfil their unique potential and become a responsible, concerned and active member of God's world. The school aims include providing a safe, supportive and stimulating environment that enables every child to reach their full potential.

Governors receive a report on PPG matters at each Full Governing Body meeting, and the Pupil Premium Strategy is under continual review by the Senior Leadership Team and the governor charged with that responsibility (currently Colin Thompson). This document, approved by the Governing Body annually, sets out the purposes to which the funding will be applied in school. Related documents report on progress in the previous academic year and plans for the current one.

2. Assessment of need

The school has always pursued an ethos of attainment for all. Staff ensure that teaching and learning opportunities meet the needs of all pupils; that appropriate provision is made for pupils who belong to vulnerable groups, and that the needs of socially disadvantaged pupils are adequately assessed and addressed. Pupil Premium funding is allocated to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. A new marking system introduced in 2016 allows class teachers to measure individual progress and identify areas where intervention may be useful. Attendance and Behaviour are closely monitored.

3 Effective use of staff

In order to provide high quality teaching for all, full use is made of varying styles of teaching, including providing small group work with an experienced teacher within the classroom focussed on overcoming gaps in learning; or with an experienced teaching assistant within the classroom focussed on overcoming gaps in learning, physical, social and emotional needs. Sub groups are varied in order to keep all children fully involved and to allow more support to be given to those struggling, whilst continuing to challenge those making good progress. Teaching is no longer done in sets but in mixed ability groups which are very fluid. This avoids stigmatisation and encourages aspiration. The aim is to teach the whole class to the same standard, with additional support being given to those who are struggling, and further challenge to those doing well. Mixing children of differing abilities allows the children to help one another.

4 Data driven and evidence responsive.

Teachers maintain log books showing the progress made by each child, and highlighting areas where more support is needed. These books assist teachers in achieving consistency. Data is used to produce performance sheets by class and sub group (male/female; service family/ non-service family; disadvantaged/ non-disadvantaged; SEN/ non-SEN; those for whom English is an additional language/those for whom it is not) in order to measure progress and to compare performance by group. These results are used to identify

further action and to inform teaching plans. Teachers regularly compare marking procedures in order to develop consistency both within the school and with neighbouring schools. The Senior Leadership team reviews progress on a termly basis and uses the evidence from one term to create on-going plans. Governors receive a detailed breakdown by class comparing PPG pupils with non-PPG pupils at the school, distinguishing the performance of service children from other PPG children and differentiating between girls and boys.

5 Barriers to future attainment

(a) Forces children: The great majority of PPG eligible pupils in the school (>85%) are from service families. The principal barrier to their future attainment is the **impact of high mobility**: The school's stability in 2017 was 83.1% against a national average of 85.7%. Of the 24 year six children in July 2017, only 18 (75%) had been with the school since reception and more than 24 other children had been part of that cohort at various times. Service family children often need additional support to help them cope academically and emotionally after relocating and changing schools, or whilst parents are absent on duty. Other children can also suffer from heightened anxiety as a result of their close friends' relocation. The school devotes a large proportion of PPG to providing additional Emotional Literacy Support Assistants (ELSA) training for staff, and dedicated teaching assistants to deal with social, emotional and communication support. This will remain an ongoing need.

(b) The number of children who qualify on grounds of deprivation is small and care is taken to ensure data released does not make it possible to identify individuals. The small numbers make it easier for staff to be aware of each individual's needs. Each child's needs are assessed separately and the following barriers have been identified: a lack of financial resources, a lack of access to IT at home and a low aptitude for learning arising from low self esteem or aspiration.