



Pupil Premium Funding – Academic Year September 2018 to July 2019

Pupil Premium funding 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.

The government believes that the pupil premium, which is additional to main school funding, is the best way 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.

In the 2018 to 2019 financial year, primary schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools will also receive £2,300 for each pupil who has left local authority care for one of the following reasons:

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

Schools also receive £300 per pupil for any child with one of their parents serving in the regular armed forces – this is called the Service Pupil Premium.

For the academic year 2018/19 Barlow Primary will receive £2058 of pupil premium funding. This is made up of a proportion of 2017/18 financial year funding from September 2018 to March 2019 which equates to £175 and a proportion of the financial year funding from April to August 2019 which is expected to be £1883. **This gives a total amount for the academic year of £2058.**

We ask the staff, children and parents about our children and what would make the difference to their learning, as well as using our assessments and data analysis to ensure we have the right provision for maximising the progress for all children. We make sure that all parents know how to access their pupil premium entitlement and regularly communicate this to the school community. We will publish our strategy for the new academic year on our website. We research the most successful strategies to enable our children to narrow their gaps and we make provision for accelerating progress.

The main barriers to learning within the school lie within social and emotional development and mental health.

This funding will be used to support the following:

- to fund an Advanced Teaching Assistant to deliver ELSA (Emotional Literacy Support Assistant) to pupils in school, run ELSA support groups for pupils in school and ELSA continued CPD, impacting upon individual pupils' self-esteem, attitudes to learning, sense of well-being and enjoyment of school, reducing barriers to learning and improving progress.

Why? Ensuring provision to support aspects of emotional wellbeing, impacting upon positive mental health, removing barriers to learning and accelerating progress.

- pay for staff training, upskilling on social and emotional skills, speech sounds knowledge, working with children with SLCN (Speech, Language and Communication Needs) and autism, impacting upon intervention opportunities for vulnerable pupils.

Why? Staff able to respond to individual needs using training and acquired skills set, impacting upon pupil understanding and confidence to access the curriculum.

- support qualifying families financially to contribute to school visits and residential stays.

Why? Enabling our children to benefit from residential opportunities and school trips as well as wider curriculum opportunities.

- provide lunch-time sports activities to develop a healthy lifestyle and team-work skills.

Why? To promote a healthy lifestyle and develop the physical and imaginative skills of younger children in the school.

- phonic intervention to ensure a good start for pupils in danger of falling behind.

Why? To ensure that we reduce the difference between pupils nationally, allowing for pupils to make rapid progress in reading and writing, impacting upon outcomes and pupil engagement to learn.

- offer pay for a breakfast club place and milk each morning to those who would benefit from having their breakfast on site.

Why? To ensure that pupils begin the day calm and ready to learn and access early morning pre-teaching, impacting upon progress.

- provide timely intervention (pre-teaching and 1:1 interventions) for individual pupils who are, or at risk of, making slow progress.

Why? To reduce the difference between pupils nationally and develop the confidence of pupils in key areas, impacting upon enthusiasm, engagement to learn and increased understanding of concepts.

- Professional dyslexia training to support children's needs from our Local Authority partnerships.

Why? To embed the understanding of staff to support dyslexia pupils with quality classroom provision, impacted upon pupil learning.

The approaches chosen are cohort driven. The current cohort respond more to 1:1 intervention but the EYFS (Early Year Foundation Stage) approaches have also benefited other children in the cohorts, impacting upon emotional development and relationships with other children in the class. Training of all staff in key areas ensures that there are multiple staff members in school to support children consistently. Should a staff member move on, there is another in place who is able to provide consistent strategies and support, and also train up new staff.

The school measures the impact of the pupil premium funding with a half termly data capture, in-depth marking, pupil progress analysis and meetings with parents to review progress. Interventions are documented and shared with parents. Any potential risks to the continued development of the children are identified quickly and intervention is swift to ensure continued progress.

The date of the next pupil premium strategy review is July 2019.