

Tacolneston & Morley CE VA Primary Schools Federation

Statement of Intent for Pupil Premium Funding

Autumn 2021

With the love of God, we will create a learning environment where high expectations and the teaching of Christian values ensure that everyone is cared for, valued, encouraged and able to achieve their full potential.

All members of staff and the governing body accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and as an adult finding employment.

Pupil premium was introduced by the Government in April 2011 to provide additional support for Looked After Children and those from low income families. The additional funding was to help schools "narrow the attainment gap that still exists for pupils from disadvantaged and more affluent backgrounds".

Early identification is paramount and the staff at Tacolneston & Morley Federation, with guidance from the SENDCo and Subject Leaders, may need to consider that the pupil premium children may need all the help that they can to grasp the basic skills of reading, writing and maths. High priority is given to the transition from pre-school and the transition from KS1 to KS2. Planning and support is also given to children transferring to high school.

Key Strategies in supporting children eligible for Pupil Premium Funding

In order to be highly successful in improving achievement for the children eligible for pupil premium, we:

- Never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged pupils to achieve the highest levels.
- Thoroughly analyse which pupils were underachieving, particularly in English and Mathematics, and why.
- Draw on research evidence (such as the Education Endowment Fund Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.

- Are very clear about the importance of ensuring that all day-to-day teaching meets the needs of each learner.
- Deploy fully trained staff to teach intervention groups to improve Mathematics and English.
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve.
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. This also applies to teaching assistants.
- Have a clear strategy for spending the Pupil Premium, agreed by governors and publicised on our website.
- Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in appraisal and pupil progress meetings.
- Thoroughly involve governors in the decision making and evaluation process.
- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for pupils.

We ensure that the children know exactly what they need to do to improve – ie their targets. The parents are also involved and invited to discuss the support offered and shown how to continue that learning at home.

Below are just some of the processes and strategies employed by staff to maximise progress and attainment for pupils eligible for pupil premium.

Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.

High profile of pupils eligible for free school meals – the high profile of disadvantaged pupils ensures stakeholders are aware of their needs and of the support that is available. Staff are made aware of the achievement data surrounding disadvantaged pupils and the responses that are possible. As a strategic approach is taken all staff have professional respect for the school's Pupil Premium Project and its outcome.

Effective teaching and learning – all staff recognise and accept that the vast majority of pupils' progress comes out of quality First Teaching and Learning on a day-to-day basis. There is, therefore, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. Staff training has been focused accordingly.

Literacy support – the development of good literacy skills is a whole school focus. Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy levels are provided with additional support so that basic skills can be developed effectively. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.

Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.

The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences, such as residential courses, music tuition, after school clubs and competing in sporting events

Attendance – staff, teachers, parents and carers understand the causal link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need.

All staff acknowledge that there is a need to continuously evaluate strategies and change them if they are not working for a particular group of children. Year on year successes do not necessarily mean doing the same thing year on year. Although quick fixes can work and show immediate success generally we are looking at the long term picture to ensure that achievement gaps do not widen before the end of a key stage.

Although we have a strong desire for all children to reach age related expectations, on occasion, and for some children, this may not be aspirational enough particularly for the more able pupil. It is important that the starting points for each individual are taken note of along with their potential in order to ensure even greater gains in their learning for these children.