

Leeds and Broomfield C.E Primary School
Pupil Premium Rationale

Pupil premium funding direct from central government is a key part of current educational policy. Significant sums of money are provided to every school to support the additional learning needs of certain groups of children. The aim of the funding is to improve educational outcomes for the identified children to help “close the gap” between them and their peers. Schools are free to use the funding in the most effective way for the community they serve. However, schools are responsible for the details of how this money is spent each year and to show the effectiveness of that spending.

Pupils eligible for funding under the current arrangements:

Based upon each school’s January census of pupils, the following pupils are eligible to receive these levels of funding:

- Pupils currently eligible to receive free school meals(FSM)
- FSM Ever 6 – children eligible for FSM over the past 6 years
- Children looked after by the local authority
- Adopted children from Care/SG/RO
- Children of parents/carers currently serving in the armed forces

Our aims when allocating funding:

- ✓ Ensuring quality first teaching and learning in every classroom is the best way for most children to learn effectively. At Leeds and Broomfield we believe this is best achieved with highly qualified and effective class teachers supported by teaching assistants in every class. The teaching assistant will have particular responsibility for monitoring and ensuring the general well-being of all pupil premium children
 - ✓ Children in Key Stage One have benefitted from one to one reading experiences and small group support for development of their phonic knowledge and skills
 - ✓ Older pupils in Years 4, 5 & 6 are able to evaluate their own learning and compare it with their peers. At this age most children become self-motivated to improve and keep up with their peers. Additional targeted tuition through small group work and pre teaching activities in Reading, Writing and Maths proves to be effective in promoting pupil progress to “close the gap”.
 - ✓ Some of the children eligible for pupil premium funding have a wide range of significant barriers to their learning. These barriers are often related to their domestic or family circumstances or their personal social and emotional needs. Through skilled intervention and support from the Project Salus counselling team these barriers can be removed or lessened to allow all children to achieve their full potential academically.
 - ✓ Some children eligible for pupil premium funding have very limited life experiences which can hinder their language development and general learning. They may also have very low aspirations for their adult future. To break this cycle of impoverished experiences and low aspirations, a small amount of pupil premium funding will be allocated to subsidise these children on residential visits, trips, instrumental music lessons, school uniform and swimming
- **Allocation of financial resources annually:**
When the school budget is set in April/May, the use of pupil premium funding to achieve the aims above is an important part of the budget setting process. The school aims to use its total allocation of funding within the following ways:

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- Quality first teaching in the classroom, enhancing staffing levels
- Early intervention phonics programmes primarily in Years R/1/2
- Support from Project Salus counselling team
- Access to 1:1 and/or small group class support and pre-teaching activities with an experienced Teaching Assistant in Reading, Writing and Maths for children in years 2,3,4,5 and 6
- Enrichment activities to widen life experiences & raise aspirations

Tracking of pupils eligible for Pupil Premium:

It is very important to note that there is no expectation that each individual child carries a pot of money which is ring-fenced to be spent on them directly with a clear audit trail.

By pooling all of the funding and matching the additional resources to identified needs, the greatest impact can be achieved. Every class teacher and teaching assistant will be aware of the children within their class that are eligible for pupil premium funding. They will be mindful of the particular issues faced by each child academically, socially and emotionally and will ensure each child gets the right kind of support that they need.

Every child eligible for pupil premium funding will be tracked in two ways:

1. **Academic progress:** We have the highest possible expectations for all pupils, including those who are eligible for pupil premium. We will be checking six times per year to ensure that all children are meeting national expectations for their age in Reading, Writing and Maths. We will also be checking that all pupil premium children are progressing with a trajectory that is similar to their peers. If a more able child eligible for pupil premium shows a dip in their progress but remains at or above national expectations, they would receive some additional intervention, either by class teacher or TA. Each teacher will analyse regularly the relative progress made by their pupils eligible for pupil premium compared to the progress made by the rest of the class.
2. **Emotional Health & General Well-being:** Due to their increased vulnerability, all pupils eligible for pupil premium funding will be monitored for their general contentment in school. Social relationships, positive self-esteem and active engagement will all be considered and if improvements are needed in some areas, an appropriate intervention will be planned using pupil premium funding.

Evaluation & Review:

Schools are expected to monitor, evaluate and review their pupil premium expenditure annually. At Leeds and Broomfield C.E Primary School this annual cycle is well established incorporating the financial year for budget planning purposes but the academic year for monitoring pupil progress. Regular pupil premium reports are provided to governors by the Executive Headteacher and Head of School.

An up-to-date summary of the past year's expenditure and outcomes will also be published on the school's website

January 2019