

# Willerby Carr Lane

## Primary School



## Pupil Premium Strategy 2019-2022

### **POLICY MANAGEMENT**

<b>Approved by</b>	Full Governing Body
<b>Date approved</b>	7 October 2019
<b>Effective date</b>	8 October 2019
<b>Next review date</b>	Autumn 2020 (light touch)
<b>Version Control</b>	The most up to date version of this document is held on the school's intranet

## Our School Disadvantage Charter

### 3-year Plan

#### Aim

To raise the attainment of disadvantaged pupils

#### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- We do not assume that being entitled to free school meals means a child will be academically less able or be more likely to have special educational needs. It may mean that a child will have more restricted access to additional opportunities such as music tuition.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free schools meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged.

The Disadvantaged Champion works closely with teachers to draw up a plan on how to make the most effective use of the pupil premium grant. Decisions are based on pupil tracking data as well as conversations with staff and families as appropriate. This is targeted at the relevant group and aimed at '*closing the gaps*'.

In deciding which interventions to use we take into account:

- Views of relevant staff
- Views of parents
- Input from children
- Monitoring of effectiveness of previously tried approaches within school
- National research into the cost effectiveness of recognised programmes as published by The Sutton Trust (see: [www.educationendowmentfoundation.org.uk/toolkit](http://www.educationendowmentfoundation.org.uk/toolkit) )

## Pupil Premium Grant Funding – Academic Year 2019/20

Each school is allocated Pupil Premium Grant Funding based on the number of:

- Children in the care of the Local Authority (known as Looked After Children)
- Children adopted from care and children who have left care under a Special Guardianship or Residence Order
- Children whose family qualify for, or have qualified for in the past 6 years, free school meals
- Children of armed services personnel

### Funding amounts

- £1,320 per pupil - deprivation
- £300 per pupil - service children
- £1,800 (Hull) or £1,900 (ERY) - per pupil – adopted from care/ LAC

Total number of pupils on roll: 419 (as at 24/9/19)

Total number of pupils eligible for PPG: 31

Allocation for 2019/20: £ 46,760

	Looked After	Previously LAC	Deprivation Pupil	Service Child	Total
<b>EYFS</b>	1	0	2	0	<b>3</b>
<b>Year 1</b>	1	1	1	0	<b>3</b>
<b>Year 2</b>	0	1	7	0	<b>8</b>
<b>Year 3</b>	0	0	5	0	<b>5</b>
<b>Year 4</b>	0	0	3	0	<b>3</b>
<b>Year 5</b>	0	1	5	0	<b>6</b>
<b>Year 6</b>	0	0	3	0	<b>3</b>
<b>Total</b>	<b>2</b>	<b>3</b>	<b>26</b>	<b>0</b>	<b>31</b>

## Our Core Offer

Quality First Teaching in every classroom.	A mastery curriculum in reading and maths.	A broad and balanced curriculum which has been rigorously overhauled to ensure it fills “experience gaps” and teaches knowledge progressively.
A staff team with strong values and moral purpose who champion the cause for disadvantaged learners every day.	A named “key worker” for each child as a point of contact to discuss and review progress and wellbeing.	Clear and succinct SEND plans, regular data monitoring and speedy interventions to get “back on track”
Access to financial support for trips, specialist clubs and music tuition.	Parental support, including access to family links training, one to one support and flexible arrangements for meeting / speaking with parents	Regular “check ins” to catch any issues as early as possible.
A dedicated named Wellbeing / Mental Health lead and Disadvantage Champion	A trained Emotional Learning Support Assistant	A simple yet effective referral system to ensure all pupils receive early support.
<p><b><i>Access to the following services will be based on individual need:</i></b></p> <ul style="list-style-type: none"> <li>Catch up interventions for phonics, maths and reading</li> <li>Social skills groups</li> <li>Play therapy</li> <li>School counsellor</li> <li>Parenting workshops</li> <li>Behaviour Team support</li> </ul>		

## ASPIRE – Our School Charter for Disadvantage

<p><b>ASPIRE</b></p>	<p style="text-align: center;"><b>WE WILL</b></p> <p>Create a whole school culture that demands success, where aiming high is actively encouraged and high levels of achievement are the expectation for all.          Reward and applaud success of all kinds.          Set high standards for all pupils, breaking down the barriers that financial inequality creates.          Remember that disadvantage does not equate to low ability.          Set challenging targets which are appropriate to the ability level of the pupils, regardless of financial background.          Remember that more-able disadvantaged pupils find it more difficult to catch up if they fall behind.          Ensure disadvantage has a high profile within the school.</p> <p style="text-align: center;"><b>EXPECT SUCCESS</b></p> <p style="text-align: center;">We will promote a growth mindset and develop resilience.</p> <p style="text-align: center;"><b>PROMOTE CHALLENGE</b></p> <p>Challenge that is appropriate to the ability of the student will be prioritised, whilst an awareness of each individual disadvantaged pupil’s circumstances will be taken into account to address their additional needs.</p> <p style="text-align: center;"><b>ASPIRATIONAL CULTURE</b></p> <p style="text-align: center;">We will address the specific barriers to learning that we have identified in our school.</p>
<p><b>Possible approaches</b></p>	<ul style="list-style-type: none"> <li>• Ensure interventions are time limited to maximise their impact</li> <li>• Audit the barriers to learning for our pupils</li> <li>• Timetable interventions carefully to minimise disruptions to other areas of the curriculum</li> <li>• Actively involve governors in writing policies</li> <li>• Promote an aspirational culture, where success is acknowledged, applauded and rewarded</li> <li>• Ring fence funding to ensure dedicated spending on disadvantage</li> <li>• Ensure all staff are aware of the disadvantaged pupils in school, encourage professional dialogue around approaches to raising attainment.</li> <li>• Dedicated, regular staff meetings</li> <li>• Continue to grow our “growth mindset” approach to develop resilience</li> </ul>

<p><b>SECURE</b></p>	<p style="text-align: center;"><b>WE WILL</b></p> <p style="text-align: center;">Aim to establish an approach to raising the attainment of disadvantaged pupils, which can continue to ensure positive outcomes when pupil premium funding is reduced in the future.          Ensure that consistently high-quality teaching is the expectation for all pupils.          Target CPD to the needs of the pupils, staff and school.          Provide quality CPD for TAs to ensure that they are highly skilled.          Carefully deploy TAs to maximise the impact of their work.</p> <p style="text-align: center;"><b>LONG TERM STABILITY</b></p> <p style="text-align: center;">Take a long-term view about how raising attainment can be achieved</p> <p style="text-align: center;"><b>HIGH QUALITY T &amp; L</b></p> <p style="text-align: center;">We know the best way to deal with the disadvantage gap is to prevent it developing in the first place.          we have a whole school comprehensive understanding of which children are disadvantaged and we know the possible barriers to their learning.</p> <p style="text-align: center;"><b>FOCUSED CPD</b></p> <p style="text-align: center;">We know the quality of CPD is important to help us establish, maintain and improve our systems and strategies, and that this is linked to performance management</p>
<p><b>Possible approaches</b></p>	<ul style="list-style-type: none"> <li>• Establish CPD needs</li> <li>• Place equal value on immediate verbal feedback as detailed written feedback</li> <li>• Analyse the key strengths of TAs and deploy them to maximise progress and extend / revise working hours</li> <li>• Ensure all teachers and their TAs are aware of who the disadvantaged pupils are, as well as their potential barriers to learning</li> <li>• Focussed action research in the foundation stage to prevent gaps developing from the start</li> </ul>

<p><b>PROVIDE</b></p>	<p style="text-align: center;"><b>WE WILL</b></p> <p>Establish effective parent / school relationships as we know getting parents “on board” is a vital ingredient of success.          Know that parents play a hugely positive role in influencing pupils’ attitudes to learning          Remember that not effectively engaging parents in the school community may mean that parental attitudes to education could become a barrier to pupils’ learning.</p> <p>Ensure that all staff acknowledge that parents may feel uncomfortable in the school setting and that we respond sensitively to the social and emotional needs of the whole family, not just the pupil.</p> <p>Provide academic, social or emotional support, where needed, for disadvantaged pupils to enable them to make progress.          Ensure that every effort is made to support children in overcoming barriers associated with disadvantage, such as poor attendance, poor behaviour, lack of confidence, poor health, lack of access to educational resources.</p> <p style="text-align: center;"><b>PARENTAL SUPPORT</b></p> <p>Positive and supportive parental relationships are essential to creating an environment for success</p> <p style="text-align: center;"><b>POSITIVE TRANSACTIONS</b></p> <p>Carefully manage transition periods, share information, prior learning and best teaching approaches.</p> <p style="text-align: center;"><b>WHOLE CHILD DEVELOPMENT</b></p> <p>Develop meaningful and positive links between home and school.          Ensure “experience gaps” are minimised.</p>
<p><b>Possible approaches</b></p>	<ul style="list-style-type: none"> <li>• Online support and direction to help parents support their children with homework activities</li> <li>• Encourage parent volunteers in school</li> <li>• Run parent workshops based on parenting skills and skills needed to support their child’s learning</li> <li>• Offer meetings at “out of office” times, over the phone or via technology</li> <li>• Monitor behaviour, absence and exclusion policies</li> <li>• Work to improve pupils’ social and emotional skills</li> <li>• Create nurture groups</li> <li>• Extend our toolkit of mental health / emotional support strategies</li> <li>• Develop links with local clubs, sports teams, national initiatives</li> <li>• Access enrichment services for music tuition etc</li> <li>• Train all staff towards being a trauma / attachment aware school</li> <li>• Train all staff in recognising early mental health signs, and have a designated mental health lead.</li> <li>• Train a member of staff as an ELSA (Emotional Learning support assistant)</li> <li>• A rigorous referral process to identify and support behaviour, mental health, social and emotional difficulties</li> </ul>

<p><b>INTERVENE</b></p>	<p style="text-align: center;"><b>WE WILL</b></p> <p style="text-align: center;">Ensure that data systems are reliable and rigorous  Regularly collect data and evidence regarding the progress of disadvantaged pupils  Monitor progress and intervene quickly if progress stalls  Remember that “keep up” is preferable to “catch up”  Choose interventions carefully, set time limits and regularly evaluate to maximise impact</p> <p style="text-align: center;"><b>MONITOR AND ANALYSE DATA</b></p> <p style="text-align: center;">Falling behind may lead to an impact on levels of resilience and motivation – Keep up is better than catch up. We will use evidence and data proactively</p> <p style="text-align: center;"><b>SET CLEAR EXPECTATIONS</b></p> <p style="text-align: center;">We know the intended outcome of any intervention</p> <p style="text-align: center;"><b>APPROPRIATE INTERVENTIONS</b></p> <p style="text-align: center;">If progress stalls, we know it is crucial that immediate and appropriate intervention is given. The basic principle is that intervention should be implemented to get the pupil back on track as quickly as possible.</p>
<p><b>Possible approaches</b></p>	<ul style="list-style-type: none"> <li>• Disadvantage is a key feature of transition with time given to the “handover” from teacher to teacher</li> <li>• Identify any patterns in under achievement use evidence-based research to guide intervention choices</li> <li>• Time limit interventions</li> <li>• Link interventions to day to day teaching</li> <li>• Only use interventions where necessary – not just because a child is “disadvantaged”</li> </ul>



<p><b>RESPOND</b></p>	<p style="text-align: center;"><b>WE WILL</b></p> <p>Give responsibility to improving the attainment of the disadvantaged to a designated “Disadvantage Champion”, overseen by a dedicated link governor for disadvantage *</p> <p style="padding-left: 40px;">Regularly assess the progress made of pupils, and respond rapidly to identified. issues Use data proactively and dynamically, to enable immediate intervention to take place Determine whether “on entry” gaps exist, and act immediately where any are identified Regularly assess the quality of provision, amending or improving where necessary</p> <p>Ensure close collaboration between disadvantage Champions and colleagues, including class teachers, attendance officers, SEN coordinators and behaviour managers, in order to address identified barriers to learning.</p> <p style="text-align: center;"><b>DISADVANTAGE CHAMPIONS</b></p> <p>Raising attainment is the responsibility of every member of staff, and that all staff need to be invested in this responsibility. The disadvantage Champion will have the overall oversight for ensuring that improved outcomes for disadvantage are a priority.</p> <p style="text-align: center;"><b>ASSESS PERFORMANCE</b></p> <p>From lesson observations, book scrutinies and summative assessment, so that we can respond swiftly to any identified gaps.</p> <p style="text-align: center;"><b>BARRIERS TO LEARNING</b></p> <p>We know the barriers to learning which our pupils are facing and tackle these in a constantly revolving action plan</p>
<p><b>Possible approaches</b></p>	<ul style="list-style-type: none"> <li>• Investigate the specific barriers to learning which are impacting on success</li> <li>• Research ways to overcome these barriers, provide CPD where needed</li> <li>• Use transition data to recognise on entry /start of year gaps, so that no time is wasted during the first half term</li> <li>• Give progress of disadvantage a prominent role / key feature of staff meetings / governor reports</li> <li>• Produce a rigorous but evolving disadvantage action plan that is shared with all staff and that feeds into development plans and PM objectives</li> </ul>

<p><b>EVALUATE</b></p>	<p><b>WE WILL</b></p> <p>Ensure every intervention is evaluated against agreed success criteria          Consider whether value for money is being achieved for each intervention          Accept that improvements can always be made and make them where necessary          Not be afraid to admit that an intervention isn't working          Accept that each child is individual and that what works for one will not necessarily work for another</p> <p><b>EVALUATE</b>          Class level</p> <p><b>EVALUATE</b>          SLT level</p> <p><b>EVALUATE</b>          Governor level</p>
<p><b>Possible approaches</b></p>	<ul style="list-style-type: none"> <li>• Regular pupil progress meetings</li> <li>• Designated governor</li> <li>• Regular reports to governors</li> <li>• Link to PM targets</li> </ul>

## What have we identified as the key internal and external barriers to learning?

Barrier 1	Barrier 2	Barrier 3	Barrier 4	Barrier 5	Barrier 6
<p><b>An increase in common mental health issues such as anxiety, low self esteem and self belief</b></p>	<p><b>Pupils struggle with learning due to their family circumstances and are not emotionally ready to learn.</b></p>	<p><b>Negative parental attitudes regarding the worth of educational activities such as reading with their children and completing homework tasks limits pupil desire and determination to succeed</b></p>	<p><b>Lack of resilience and self confidence limits engagement with more challenging work, especially for more able pupils</b></p>	<p><b>Children who struggle with friendships are finding it harder to learn effectively</b></p>	<p><b>Children from low income families do not always have the same opportunities afforded to their peers and therefore have “experience gaps”</b></p>
<p><b>What do we want to achieve?</b></p>	<p><b>What do we want to achieve?</b></p>	<p><b>What do we want to achieve?</b></p>	<p><b>What do we want to achieve?</b></p>	<p><b>What do we want to achieve?</b></p>	<p><b>What do we want to achieve?</b></p>
<p>All children are picked up quickly and support given immediately to ensure that they feel able to talk about how they feel, in a safe and supported way</p>	<p>All children are offered support to talk through their worries and to help them find their place in their family. They come to school ready to learn.</p>	<p>Regardless of background, all parents are fully engaged in the education of their children and provide the support, opportunities and home environment to allow their children to flourish. Pupils are given extra time and support in school. Parents who are hard to reach are catered for</p>	<p>A school culture exists, whereby all children recognise mistakes as vital aspects of deep learning and mastery and, regardless of background, have the confidence to experiment, explore and persevere without fear of failure</p>	<p>Pupils have positive relationships with other pupils, fall out with each other less and know how to resolve their own issues more effectively.</p>	<p>All children have the same opportunities to attend trips, out of school clubs and music tuition  Our curriculum considers our local context and fills gaps from pupils’ backgrounds</p>

		in a more flexible approach.			
<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>	<b>What will success look like this year?</b>
<p>All staff know the signs of early mental health issues and refer children quickly.</p> <p>A robust system is in place to refer and monitor pupils highlighted as needing support.</p> <p>Pupils know where and how to ask for help.</p>	<p>A “check in” system is in place whereby children are given opportunity to talk about how they feel and know who to approach for immediate support, ensuring they are emotionally ready for the school day.</p>	<p>Attendance to parent evenings / welcome meetings is good.</p> <p>Parents are offered extra support in how to manage reading and homework tasks.</p> <p>Children read at home at least three times a week across all the school.</p>	<p>A decrease in resilience being recorded as a barrier on Individual Pupil Profiles.</p> <p>Growth mindset continues to be high on our agenda.</p>	<p>Children are taught about friendships and relationships and given time to try new friends and ideas out. They learn to play more effectively and learn how to deal with conflict.</p>	<p>All children are given the opportunity to join out of hours clubs or have music tuition, regardless of financial status</p>

## How will we know we are being successful?

Barrier	What do we want to do?	What will our interim reviews show?		
		Review 1	Review 2	Review 3
<p><b>1. An increase in common mental health issues such as anxiety, low self- esteem and self- belief</b></p>	<ol style="list-style-type: none"> <li>1. Member of staff trained as an “ELSA”</li> <li>2. Member of staff trained as a mental health first aider</li> <li>3. New system in place for staff to refer children they are concerned about more quickly.</li> <li>4. All teachers trained in mental health (in house staff training) and in child attachment and trauma (In house staff training)</li> <li>5. Dedicated time for the ELSA to work with groups of children across the school.</li> <li>6. All staff are trained in “healthy chats” and know how to signpost to further support</li> <li>7. School counsellor (external) is used to better effect.</li> </ol>			
<p><b>2. Pupils struggle with learning due to their family circumstances and are not emotionally ready to learn.</b></p>	<ol style="list-style-type: none"> <li>1. Children with emotional problems are picked up early, and targeted support put in place quickly</li> <li>2. All staff know who our “vulnerable” pupils are.</li> <li>3. All staff are trained to be attachment aware, and to have strategies to deal with separation anxiety.</li> <li>4. Pupils feel safe at school and know they have someone to talk to</li> <li>5. Pupils are taught the skills needed for a growth mindset, develop resilience and self confidence in their own abilities.</li> </ol>			
<p><b>3. Negative parental attitudes regarding the worth of educational activities such as reading with their children and completing homework tasks limits pupil desire and determination to succeed</b></p>	<ol style="list-style-type: none"> <li>1. Extra efforts are made to engage with these parents, for example, contacting parents who have missed the welcome meetings and information offered to them separately / in a different format.</li> <li>2. Flexible arrangements for parents’ evenings for “hard to reach” parents – telephone calls, different appointment times offered.</li> <li>3. Support offered in how to hear their children read.</li> <li>4. Encouragement for “hard to reach” parents to volunteer in school and accompany trips.</li> </ol>			

<p><b>4. Lack of resilience and self confidence limits engagement with more challenging work, especially for more able pupils</b></p>	<ol style="list-style-type: none"> <li>1. Bring “growth mindset” back to our agenda, particularly in the early years.</li> <li>2. Celebrate all achievements, which have happened inside and outside of school, including clubs and sports awards.</li> <li>3. Develop growth mindset assemblies further – introduce two new awards for independence and resilience</li> <li>4. Provide early support for children struggling with “heads down” and “I can’t do this” attitudes.</li> </ol>			
<p><b>5. Children who struggle with friendships are finding it harder to learn effectively</b></p>	<ol style="list-style-type: none"> <li>1. Early support from ELSA – friendship groups, social groups.</li> <li>2. Training for lunchtime staff on strategies for dealing with fallouts and playtime behaviour.</li> <li>3. PSCHE targeted lessons on dealing with conflict.</li> <li>4. Pupils are supported through key transition times.</li> </ol>			
<p><b>6. Children from low income families do not always have the same opportunities afforded to their peers and therefore have “experience gaps”</b></p>	<ol style="list-style-type: none"> <li>1. Dedicated financial support for music tuition, after school clubs, sports activities and school trips.</li> <li>2. School visits aim to narrow experience gaps by using a wide range of places of culture.</li> <li>3. Our curriculum is broad and rich.</li> <li>4. Links made with local libraries to encourage older children to use their services / technology/ loan schemes.</li> </ol>			

## Did we achieve what we set out to achieve this year?

Barrier and what we said success would look like	How successful were we and to what extent did each of our chosen approaches contribute to this success?
<p style="text-align: center;">1.</p> <p><b>An increase in common mental health issues such as anxiety, low self esteem and self belief</b></p>	
<p style="text-align: center;">2.</p> <p><b>Pupils struggle with learning due to their family circumstances and are not emotionally ready to learn.</b></p>	
<p style="text-align: center;">3.</p> <p><b>Negative parental attitudes regarding the worth of educational activities such as reading with their children and completing homework tasks limits pupil desire and determination to succeed</b></p>	
<p style="text-align: center;">4.</p> <p><b>Lack of resilience and self confidence limits engagement with more challenging work, especially for more able pupils</b></p>	
<p style="text-align: center;">5.</p> <p><b>Children who struggle with friendships are finding it harder to learn effectively</b></p>	
<p style="text-align: center;">6.</p> <p><b>Children from low income families do not always have the same opportunities afforded to their peers and therefore have “experience gaps”</b></p>	