



West Blatchington Primary and Nursery School

Pupil Premium Strategy 2018/2019

What is Pupil Premium Funding?

Every school has a duty of care to ensure that each individual child is provided with the best provision to enable them to reach their full potential. The Department for Education provides additional funding for schools to support specific groups of pupils who may be disadvantaged. This is because research shows that these pupils can underachieve in comparison to their peers.

Pupil Premium is the funding given to schools so that we can support our disadvantaged pupils to close any attainment gaps between them and their peers. It is allocated to schools based on the number of pupils from families who are in receipt of or have been in receipt of Free School Meals within the last 6 years. Looked after children (LAC), and those on special guardianship or adopted from care also receive Pupil Premium. This additional funding is allocated to improve their educational outcomes and raise attainment.

Allocation of funding 2018-2019

Schools are informed of their annual pupil premium funding allocation in April each year. We were allocated £135,447 for the financial year April 2018-March 2019. The funding breakdown below is for the academic year.



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Barriers to learning

Our funding is used to tackle, and put supportive strategies in place to try to void barriers for learning, and in doing so improve the academic, and social and emotional outcomes for our pupils. We have identified several potential barriers to the learning of our disadvantaged pupils. These being:

- Low attainment and/or slow progress over time in reading, writing and/or maths due to specific needs
- A range of social and emotional needs leading to issues such as transition into school; disengagement from the school curriculum; friendship issues; low self-esteem and anxiety
- Safeguarding pupils overall wellbeing and that all pupils are safe and secure in the home environment
- Pupils persistently absent impacting on consistent academic access
- The lack of extra income in some families which prevents full engagement with school life e.g. uniform, school trips and clubs

Breakdown of funding allocation

The breakdown of how the Pupil Premium funding is currently being spent at West Blatchington Primary and Nursery School is as follows:



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Barrier	Actions	Funding	Intended Outcomes
<ul style="list-style-type: none"> ➤ Low attainment and/or slow progress over time in reading and/or writing due to specific needs 	<ul style="list-style-type: none"> ✓ Intervention writing teacher supporting small groups in Literacy: to include some reading support ✓ Buy into the Literacy Support Service to support pupils with specific literacy need ✓ Learning support Assistant who works with pupils on the LSS caseload ✓ One to one tutoring ✓ Learning Support Assistant to manage Library 	£27,040	<ul style="list-style-type: none"> • Accelerate the progress to diminish the difference to Age Related Expectation in reading and/or writing • Support teachers in using inclusive strategies to enable access to the learning and good progress
<ul style="list-style-type: none"> ➤ Low attainment and/or slow progress over time in maths due to specific needs 	<ul style="list-style-type: none"> ✓ Learning Support Assistants closing the gap with small groups of pupils ✓ Same day in class intervention ✓ One to one tutoring 	£12,116	<ul style="list-style-type: none"> • Accelerate the progress to diminish the difference to Age Related Expectation in maths • Diminish the difference through same day intervention to ensure misconceptions are addressed quickly • Ensure pupils can access maths by having an understanding of the core vocabulary



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<ul style="list-style-type: none"> ➤ Speech, Language and Communication Needs 	<ul style="list-style-type: none"> ➤ Learning Support Assistant who undertakes speech and language specific work 	<p>£5,372</p>	<ul style="list-style-type: none"> • Ensure speech and language skills, and use of academic vocabulary, are progressing to be closer to their peers and to enable access to the curriculum
<ul style="list-style-type: none"> ➤ A range of social and emotional needs leading to issues such as transition into school; disengagement from the school curriculum; friendship issues; low self-esteem and anxiety ➤ Safeguarding pupils overall wellbeing and that all pupils are safe and secure in the home environment ➤ Pupils persistently absent impacting on consistent academic access 	<ul style="list-style-type: none"> ✓ Family Liaison officer who is designated Child Protection lead and oversees all the Early Help plans ✓ Full time learning mentor who oversees behaviour for learning policy and practice ✓ The Learning mentor provides individual and small group social and emotional targeted support ✓ Meet and greet for specified pupils ✓ Strong systems for supporting attendance ✓ Individual in class support for higher needs pupils 	<p>£67, 671</p>	<ul style="list-style-type: none"> • Safeguarding of pupils is of paramount importance to the whole school community • Social, emotional and mental health needs are met leading to pupils making better academic progress • Improved attendance, and as such access to a broad and balanced curriculum enabling better progress over time
<ul style="list-style-type: none"> ➤ Low attainment and/or slow progress over time for our English as an Additional Language pupils in reading, writing and/or maths 	<ul style="list-style-type: none"> ✓ EMAS support for BME pupils whose data shows they are needing some targeted specialist teacher support 	<p>£10,442</p>	<ul style="list-style-type: none"> • Accelerate the progress to diminish the difference to Age Related Expectation in reading, writing and/or maths for BME pupils



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	<ul style="list-style-type: none"> ✓ Bilingual Support Assistant allocation in Nursery and Reception for EAL pupils, and also, is available for new to English pupils arriving in other year groups 		<ul style="list-style-type: none"> • To support development of English vocabulary to enable access to the curriculum
<ul style="list-style-type: none"> ➤ The lack of extra income in some families which prevents full engagement with school life e.g. uniform, school trips and clubs 	<ul style="list-style-type: none"> ✓ Monetary support for resources and trips/residential 	£1,200	<ul style="list-style-type: none"> • Access to a broad and balanced curriculum to help develop the whole child
<ul style="list-style-type: none"> ✓ We also use a small proportion of the Pupil Premium Funding in regard to ensuring there is strong management around the systems including allocation of budget, this equates to Management and Data Administration support at a cost of £4065 per financial year 			

Measuring the effect of the pupil premium strategy

We monitor the effect of our pupil premium strategy on a termly basis, using:

- Analysis of achievement data for each of the targeted interventions.
- Analysis of attendance data to measure the impact of targeted attendance support.
- Evaluation of the effectiveness of targeted support around emotional wellbeing, and its impact on behaviour for learning.
- Reviewing our inclusive approach to ensure the most disadvantaged pupils can access the wider enrichment opportunities of school life.
- Monitoring our progress against the 2018 Poverty Proofing Report.
- Regularly reviewing our pupil premium income and expenditure, to ensure accurate forecasts and value for money.



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Reviewing the pupil premium strategy

The 2018-19 pupil premium strategy will be evaluated and reviewed termly by the Curriculum, Standards and Diversity Governors sub-committee. The date of the next review is 28th September 2018.

The Finance Governors sub-committee is also involved in reviewing the financial forecast, as part of our stringent budget management.