

PUPIL PREMIUM POLICY

ESKDALE ACADEMY



SEPTEMBER 2019

REVIEW SEPT. 2020

Eskdale Academy

PUPIL PREMIUM POLICY

(School's policy has been written using the DFE information for content guidance and may make reference to specific sections of the said guidance).

Safeguarding Statement

At Eskdale Academy we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Eskdale Academy. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Staff will report any changes in the activities or shortcomings in the documentation to the relevant manager.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of the strengths and area for development across the school through our comprehensive staff development.
- Pupils are aware of their performance and ways that they can be supported to help them achieve.
- Identification of pupils is robust.

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data identification of pupils.
- ALL staff are aware of who pupil premium children and vulnerable children are.
- ALL pupil children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Pupils individual needs are considered carefully so that we provide support for those students who could be doing `even better if...`

Improving Day to Day Teaching

We will continue to ensure that ALL children across the school receive Quality First Teaching (outstanding), with increasing % of outstanding teaching achieved by using our specialist team leaders to:

- Set High Expectations
- Improve assessment through joint moderation and standardisation of scores.
- Share good practice within school and across Trust
- Provide high quality CPD
- Ensure a consistent approach with regards to marking and feedback.

Increasing learning time and opportunities

We will maximise the time children have to access or `catch-up` through;

- Improving attendance and punctuality with the support of our school mini bus service.
- Providing early intervention across the whole school.
- Extend learning throughout the day – breakfast club, break-times, lunchtimes and after school.

What is Pupil Premium?

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared the their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The government have used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupils based on the number of pupils eligible for FSM. This fixed amount will increase annually during this present government. At Eskdale Academy we will be identifying the pupils who are eligible for FSM as our target children to narrow the gap in their attainment.

Provision

In order to meet the above requirements, the Governing Body of Eskdale Academy will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2018 / 19 will be focused on continuing to `narrow the gap` for those pupils not on track to achieve their age related standardised score and pupils who are not in line with National Expectation as well as extending those pupils who are targeted to achieve greater depth.

Expectations

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are met.

Mission Statement

- To provide a welcoming and secure environment for all that celebrates success.
- To challenge all children to achieve their full potential.
- To promote self-esteem, mutual respect and responsibility.
- To provide quality, inclusive education (meaning access to all areas of education, for all pupils, regardless of ability, race and gender) with regular communication and consultation with parents, Governors, children and staff.
- To create lifelong learners who are positive role models for our ever changing society.
- To promote an effective home/school partnership.

Principles

Every child with his / her individual needs and gifts is unique and special.

All members of staff, governors and teaching assistants accept responsibility for `socially disadvantaged` pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be `socially disadvantaged` is valued, respected and entitled to develop to his / her full potential, irrespective of need.

Recent Initiatives / Improvements

We have worked extremely hard to improve provision since our last inspection where we achieved `Good` grading. Below is a summary of the recent improvements:

- Eskdale Academy is an all-inclusive school – determined to create a positive culture in which everyone can reach their full potential.
- Achieving the Sainsbury's `Gold` Award for excellence in Sport
- Achieving the Youth Sport Trust Award.
- Won a National and local Sumdog contest and one child came first in the Sumdog competition for mathematics.
- Rising roll from 170 to 242 and now a `first choice` school of parents.
- Improved support for higher ability pupils through extension of interventions co-ordinated by the inclusion team.

- Highly successful implementation of whole school behaviour trackers showing year on year improvement.
- Leadership Team fully established from September 2015
- Introduction of Numicon across school to support children's understanding in maths, especially in relation to number and calculation.
- New ICT infrastructure, including the use of iPads, kindles and green screen technology, allows Computing lessons to be delivered in classes.
- Improved ICT Suite to enable whole class teaching of Computing.
- Increased uptake in breakfast and after school clubs and extended provision.
- Successful PACT Group.
- Extensive CPD: Success in school, Tamba Ray, Outstanding Teaching – St John Vianney school, Outstanding marking & feedback, Outstanding SMSC, Chris Quigley
- Children act as `ambassadors` across school in a variety of roles, SMSC, RRSA, Archie B and sports ambassadors.
- Increased sports provision delivered by a sports coach in school time, specialist teacher and a highly extensive extended provision.
- Accreditations reflecting our best practice include; Healthy School Mark; International Award; Gold award for sport; Sainsbury's gold award and the start of the RRSA award. We are also in the process of working towards the Science Mark, ICT Mark, the Arts Mark and the Equalities Mark.
- However, we are not complacent and are relentless in our drive for continual improvement. We belong to the `Stranton Academy Trust` which together, we share excellent practice, support and challenge for each other, our executive head is an NLE, our Deputy is an SLE. We are the lead school in the town for SMCS.

Objectives of pupil premium spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no `one size fits all.`

Our Key objective in using the Pupil Premium funding is to `narrow the gap between pupil groups. As a school we are making excellent progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) pupils – which is a National Trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through school.

We have analysed our data thoroughly to inform our decision making to further improve standards.

In addition to this we have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Believe & Achieve

We will provide a culture where:

- ALL staff believe in ALL children and ALL children believe in themselves.
- A `no excuses` made for underperforming.
- We ALL adopt a `solution-focused` approach to overcoming barriers
- A believe & achieve attitude.