



Pupil Premium Policy

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| Policy review Date | September 2018 |
| Date of next Review | September 2019 |
| Who reviewed this policy? | Governing Body (C&PI) |
| Date approved by Governing body | Autumn 2018 |
| PP Governor | Mrs Janet Larkey |
| Headteacher | Mrs Georgina Delmonte |
| Chair of Governors | Mr Brian Davy |

This policy has been reviewed; to the best of our knowledge we do not feel it impacts negatively on any specific group or individual within our school community

Vision

At Hilldene Primary School, we believe that it's every child's first chance at formal education and they deserve nothing but a world class education. Through our school, we aim to grow good people, people who are inspired and excited to make a difference to their lives and the lives of those around them.

Our underlying principle is that lessons should enable all our children, (regardless of background, disability, circumstances or situation), to achieve well and be able to flourish in life as a result. Our motto 'Striving to be better' is reflected in everything that we stand for.

We know that good teaching will improve the attainment of our most vulnerable pupils and as a school, we invest heavily in this. Our CPD (Continuous Professional Development) programme provides on-going training opportunities for all staff to enable them to create high quality and supportive learning environments for all groups of pupils. In addition, we have an innovative curriculum which engages our pupils in their learning.

At Hilldene Primary, we have high aspirations and ambitions for our children, our school motto is that we are always 'Striving to be better' and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning. We are determined to ensure that our children are given every chance and opportunity to become lifelong learners.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

At Hilldene Primary School, we will be using the indicator of those eligible for FSM (past as well as current recipients), as well as identified vulnerable groups as our target children to 'narrow the gap or diminish the difference' regarding their attainment and progress.

Using the Pupil Premium

The Pupil Premium is an additional funding source allocated to schools to specifically support disadvantaged pupils. Schools have the freedom to spend this allocation in a way they think will best support raising the achievement of pupils who have been in receipt of free school meals (FSM) within the last six years. Additionally, Pupil Premium Plus (PP+) pupils are looked after children (LACs) and the school receives additional funding for these students. To be eligible for this PP+ funding, pupils must have been looked after continuously by the local authority for more than six months.

Context

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, however we also recognise that not all pupils who receive FSM will be socially disadvantaged.

Our strategy for use of pupil premium funding responds to a wide range of risk factors and recognises the importance of quality teaching and learning alongside outstanding pastoral support to raise achievement and engagement in learning. With this in mind, we adopt a multi-layered approach to secure positive outcomes for all our pupils.

We deploy Pupil Premium funding to:

1. Raise achievement and attainment
2. Improve attendance and punctuality
3. Provide additional support and intervention for the most vulnerable pupils

An annual expenditure summary report is completed by the school outlining how Pupil Premium Funding is to be spent each year, as well as an annual summary report outlining the impact that the Pupil Premium Funding has had on raising standards for target pupils. These documents can be viewed on the schools website. We highlight focus pupils and track their progress on a half termly basis to ensure the provision in place is impacting effectively on pupil progress and attainment.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school.

Identification of Pupils

We will ensure that:

- ALL teaching staff and learning support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who the pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Progress is monitored for pupils at all levels (not just lower attaining pupils) with their needs being considered carefully so that we can provide support for those children.

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Ensure consistent implementation of our Teaching Certainties, e.g. effective marking
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (EYFS and KS1)
- Extended learning out of school hours (1:1 tuition and booster groups)

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using Year Group Leaders to provide high quality interventions across their year groups
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Home support through the school’s Home School Support Workers
- Supporting our vulnerable pupils with Learning Mentor intervention
- Raising attendance with the school’s Attendance Mentor supporting our low attending families

- Tailoring interventions to the needs of the child (e.g. targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and learning support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Provision maps and interventions are evaluated every half term and are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
 - Reasons for decision making
 - Analysis of data
 - Use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total PPG (pupil premium grant) received
 - Total PPG spent
 - Total PPG remaining
- a summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-disadvantaged children)
 - Other evidence of impact e.g. Ofsted, accreditations
 - Case studies (pastoral support, individualised interventions)
 - implications for pupil premium spending the following year

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.