



Pupil Premium Policy

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| PP Governor | Mr Brian Davy |
| Headteacher | Mrs Georgina Delmonte |
| Chair of Governors | Mr Christopher Speller Mr Brian Smith |

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.

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Vision

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At Hilldene Primary School we believe that every pupil is a unique individual with their own abilities, talents and needs. We want all pupils to make continued progress from their starting points and across all areas of the curriculum. We also want pupils to take pride in their achievements, work independently and also with others. We want every pupil's experience of school to be happy and rewarding, full of new opportunities, and we encourage them to continually strive to be better.

We recognise that all pupils are entitled to have access to a broad range of learning experiences which allow them to develop the knowledge, understanding, skills and attitudes necessary to prepare them for and to help them succeed as members of the wider community. To ensure that pupils who are eligible for pupil premium (PP) funding are able to participate within experiences we allocate a percentage of the PP funding to educational visits (including residential trips), a subsidiary for music tuition and breakfast club provision.

Here at Hilldene we want our curriculum to be exciting, engaging, informative but most of all based on the skills that our pupils will need in all aspects of their lives; not just for the time that they are with us. We strongly believe in providing our pupils with experiences that they can then relate their learning to.

Throughout the curriculum we have five main principles:

1. Effective communication
2. Transferable skills
3. Opportunities and experiences
4. Making connections in learning
5. Developing life skills.

The curriculum aims to provide opportunities for pupils to learn and to achieve, irrespective of social background, culture, race, gender, differences in ability and disabilities. We believe in a philosophy of equity for all rather than equality.

We know that good teaching and a supportive environment will improve the attainment of our most vulnerable pupils and, as a school; we invest heavily in this and aim to provide skills of literacy, numeracy, communication and technology, helping them to develop enquiring minds and the ability to think rationally. The curriculum also promotes pupils' spiritual, moral, social and cultural development and supports them in developing principles for distinguishing between right and wrong. Pupils are encouraged to think creatively and critically and to respect others and the environments in which they live. The curriculum enables pupils to develop their physical skills and promotes their personal and social well-being.

Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect to improve outcomes for our disadvantaged pupils.

Background

The Pupil Premium is an additional funding source allocated to schools to specifically support disadvantaged pupils. It was introduced by the Coalition Government in April 2011 to provide schools with additional funding to support looked after children, armed forces children and those from low income families who are in receipt of free school meals.

'The extra funding is made available to schools to help narrow the attainment gap that still exists between pupils from disadvantaged backgrounds and more affluent backgrounds'. The Pupil Premium, Ofsted, September 2012.'

The government has used pupils entitled to free school meals (FSM) or have been eligible in the past 6 years, children who are looked after by the local authority and service children as indicators of deprivation,

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and have provided a fixed amount of money for schools per pupils based on the number of pupils registered for FSM over a six year period.

Families who receive certain benefits may be eligible for free school meals. Pupils are eligible for free school meals if parents are in receipt of one of the following benefits:

- Universal Credit
- Child Tax Credit but not if you are also receiving Working Tax Credits
- Income-related employment and support allowance
- Income Support
- Income-based Jobseeker's Allowance
- The guarantee part of pension credit
- Asylum seeker support

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. If you think your child/children may be eligible for this school based funding, please see our school website for more information.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school.

At Hilldene, the funding we receive and the subsequent challenges faced are above national average. Common barriers for pupil premium/disadvantaged children (e.g. FSM and CLA) can be; less support at home, ineffective language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality concerns. There may also be complex family situations that could prevent children from flourishing. The challenges are varied; however, we also recognise that not all pupils who receive this funding will be socially disadvantaged.

Spending Pupil Premium Grant (PPG) funding

We spend the PPG with the following objectives in mind:

- To deliver targeted support in the Early Years to develop pupils 'school readiness' skills
- To improve oral language skills and vocabulary among all pupils but especially disadvantaged pupils
- To improve attainment in core (reading, writing and maths) curriculum areas for all pupils but especially disadvantaged pupils (DA).
- To establish strong relationships with pupils and parents/carers to feel safe and secure and to know where they are able to seek support for their own mental wellbeing for all pupils but especially disadvantaged pupils.
- To achieve and sustain improved attendance for all pupils but particularly for our disadvantaged pupils.

Barriers

The PPG focuses on key areas to address that relate to internal and external barriers to learning. The internal barriers are identified at termly pupil progress meetings and are bespoke for each year group depending on current or occurring trends. Examples of recurring trends at Hilldene in year groups include; gender bias and non-DA pupils outperforming their DA counterparts. Whereas the external barriers are centred around attendance. Our vulnerable families and pupils usually enter each key stage with low starting points.

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Our Strategy

Our strategy for the use of Pupil Premium funding responds to a wide range of risk factors and recognises the importance of quality first 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. To support pupils with speech and language difficulties
4. Provide additional support and intervention for the most vulnerable pupils

Research from the Educational Endowment Foundation (EEF) [The EEF Guide to the Pupil Premium](#) and DfE guidance for Using pupil premium: guidance for school leaders [Using pupil premium: guidance for school leaders - GOV.UK](#) has been used throughout the policy making and decisions have been made based on evidence.

Quality of Teaching & Targeted Support

Last year there was a whole school target (from the School Development Plan) which 'reviewed and developed strategies for teaching and learning to ensure a consistent approach is used across the school'. Research into metacognition [Metacognition and self-regulation | EEF](#) was completed and external INSET was delivered to start to develop all classroom based adult knowledge and understanding of metacognition and how this is used to support pupils. Continued professional development was implemented throughout the year to develop knowledge and understanding for all classroom based adults. Pupils are more aware of how they learn and they have a range of strategies that they are able to use to help them retrieve knowledge and skills. Teachers are now planning explicit retrieval strategies and these are embedding into the curriculum.

Within all of our school assessment procedures, a focus on disadvantaged pupils within each year group is evident. Disadvantaged pupil performance as a significant group is collected, analysed and evaluated to determine our trends and ultimately inform us of improving outcomes for the group compared to their non-disadvantaged counterparts. Trends that are identified are analysed and evaluated at termly pupil progress team meetings and provision to close any arising gaps between disadvantaged pupils as a group and their non-disadvantaged counterparts is organised and delivered by both teachers and learning support assistants (LSAs).

Additional teaching staff are deployed to provide targeted support [Small group tuition | EEF](#) for pupils in Literacy and mathematics and aims to improve outcomes for disadvantaged pupils. The impact of this additional provision is monitored through staff performance management, lesson/intervention observations and pupil outcome data collection. Individual pupils are discussed during termly pupil progress meetings and any concerns are discussed. The SENDCo is also consulted to ensure that a pupil is supported and to see if there are any SEND needs.

LSA-led interventions [Teaching Assistant Interventions | EEF](#) are planned to provide additional support to those disadvantaged pupils not making the expected or accelerated progress necessary to close the attainment gap. Detailed provision maps outline intervention for focused pupils and are reviewed and evaluated half termly to ensure that they are having an impact. We recognise that not all disadvantaged pupils will be working below national standards; these pupils are still discussed to ensure that all provision can be planned for (this could include Learning Mentor support or Home School Support).

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One of the barriers at Hilldene surrounds the low entry starting points of our Nursery and Reception cohorts when they start school. Many pupils require speech and language development from either the Speech and Language team in school or external local authority support. This is increasing each year and we have seen a rise in pupils requiring this support. Research indicates [Oral language interventions | EEF](#) that oral language interventions can have an impact of up to 6 months progression. Focusing on explicit discussion and supporting pupils' use of vocabulary, articulation of ideas and spoken language promote pupils to interact effectively with their peers and adults.

Specialist speech and language support is provided to pupils who require improved speech, communication and language skills. Many in-school interventions are delivered on a weekly or daily basis, depending on need, to pupils requiring support. A range of intervention programmes are delivered based on the specific need of each pupil and staff receive development from our speech and language team on how to deliver interventions effectively. Where additional support is required, we work alongside the Havering Speech & Language Team who visit regularly to assess pupils on the speech and language caseload. Whole school approaches to develop communication, speech and language have been invested for the Early Years and approaches have been researched to identify what whole school approaches can be implemented.

Monitoring and Evaluation

We will ensure that:

- A wide range of monitoring tasks are carried out to inform us of the progress and outcomes of disadvantaged pupils. These include; assessment data, observations, learning walks, book looks, moderation, and staff, parent and pupil voice
- Assessment data for pupil premium pupils is collected termly so that the impact of interventions can be monitored regularly
- Teaching staff and learning support staff attend and contribute to pupil progress meetings each term and the identification of pupils is reviewed
- Provision maps and interventions are evaluated every half term and are adapted or changed if they are not effective
- Case studies are used to evaluate the impact of pastoral interventions, such as self esteem of pupils or behaviour
- Our designated member of the SLT maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium

Pastoral Support

At Hilldene Primary School we treat every pupil as a unique individual with their own abilities, talents and needs. We are committed to providing strong pastoral care, enabling each pupil to flourish, develop self-esteem and continually strive to be better.

The majority of our Pupil Premium funding is spent on providing fantastic pastoral support for disadvantaged pupils and their families.

Learning mentors within school are employed to provide emotional support to pupils. Our learning mentors offer a safe space for our pupils to discuss their worries and concerns and use strategies which will support the pupil and also help to build emotional resilience for them in the future.

Through the work of our learning mentors, we offer; social skills groups, playground support, lunch provision, Lego therapy and individual support and time to talk.

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Home School Support Workers within school primarily work to provide social and emotional support for the families of disadvantaged pupils. As well as forming part of our Safeguarding team, our Home School Support Workers work to improve parental engagement, acting as a link between school and social services for families, signpost and support families with housing, finance, the home and parenting strategies. Home School Support Workers also attend any social care meeting to provide feedback about the family and how the pupils are presenting in school.

As and when necessary, funding is also spent on providing individual pupils with counselling to support them with their mental health and emotional wellbeing following a bereavement or trauma. This helps pupils separate home and school life which then supports their readiness to learn. Specialist support for pupils following such events is key for them to be able to make progress within lessons in school. This counselling support also informs us as a school about how best to support individual pupils and gives expert advice on strategies to use to support the mental health and wellbeing for our young people.

As a school we value the positive impact a breakfast club can have to a family in preparing pupils for school every day. Our breakfast club runs every morning from 7:45-8:30am with the aims of improving attendance, improving engagement in lessons and readiness to learn, ensuring pupils' basic needs are met before the school day begins and supporting them to build positive relationships with staff and peers across the school. Research demonstrates that pupils who eat breakfast are more likely to have attainment than those who do not. [Breakfast excellent fuel for learning | University of Leeds](#)

Attendance

At Hilldene Primary, attendance has been an on-going barrier for all pupils, especially disadvantaged pupils. Our whole school target for pupil attendance sits in line with national expectations at 96%. Raising whole school attendance to 96% and decreasing the number of persistent absentees is priority one of the school's development plan. [Draft SDP 2022-23.docx](#) An attendance mentor at school means that we can support families whose attendance is below expectation at a much more focused level. Building relationships with parents/carers is vital to ensure that parents/carers communicate with school regarding absences and any ongoing concerns. Working with parents/carers, Home School Support and the Local Authority to identify why a pupil's attendance is below 96% is a priority to enable schools to facilitate provision and to support parents/carers and pupils to improve attendance. Regularly reviewing attendance data in school, supporting families to improve attendance and local authority support for the whole family taking into account education, health, housing and any need that is a barrier to pupils attending will be sought. Guidance will be taken from 'working together to improve school attendance' [Working together to improve school attendance - GOV.UK](#) to raise whole school attendance to 96%.

Curriculum

Here at Hilldene we want our curriculum to be exciting, engaging, informative but most of all based on the skills that our pupils will need in all aspects of their lives, not just for the time that they are with us. We strongly believe in providing our pupils with experiences that they can then relate their learning to.

Our curriculum is built around five principles of which our curriculum has been designed:

1. Effective Communication
2. Transferable Skills
3. Opportunities and Experiences
4. Making Connections in Learning
5. Life Skills

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Throughout the school we encourage a positive, determined and resilient approach to learning and aspire for every pupil's experience of school to be happy and rewarding. We aim to encourage curiosity, develop independence and challenge pupil's thinking.

The Pupil Premium Grant enables us to ensure that disadvantaged pupils have access to a broad and balanced curriculum. Educational visits are planned to ensure pupils have access to good life experiences and opportunities for learning outside of school about the wider world they live in.

Governance and Local Authority Support

As a school run by the local authority, we work with advisors to ensure our in school systems for supporting disadvantaged pupils are effective in diminishing the attainment and progress gap between disadvantaged and non-disadvantaged pupils. Advice will be given about improvements to in school systems and about how to spend the Pupil Premium Grant. Yearly 'health checks' take place to support the leadership of Pupil Premium across the school.

A governor assigned to Pupil Premium will work to allocate the Pupil Premium Grant and monitor the use of the spend within school. Governor visits take place regularly and the impact of Pupil Premium systems are discussed at all teaching and learning related governor meetings.

The Governing Body will consider the information provided to ensure that Pupil Premium funding is used to achieve maximum impact for our pupils.

Website

Our website works to inform parents about our systems for supporting disadvantaged pupils. Information regarding eligibility and how we intend to spend the Pupil Premium Grant is available.

An annual expenditure summary report is completed by the school outlining how Pupil Premium Grant is to be spent each year, as well as an annual summary report (Impact Statement) outlining the impact that the Pupil Premium Grant has had on improving outcomes for target pupils. These documents can be viewed on the schools website. All guidance for published reports are taken from the DfE Pupil Premium Overview - [Pupil premium: overview - GOV.UK](#)