



Pupil Premium Policy

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Date of next Review	March 2023
Who reviewed this policy?	Governing Body
Date approved by Governing body	Spring 2022
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

At Hilldene Primary School we believe that every child is a unique individual with their own abilities, talents and needs. We want each child to continually make progress across all areas of the curriculum and to take pride in their achievements, working independently and also with others. We want every child's experience of school to be happy and rewarding 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.

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 effective 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), looked after children and service children as indicators of deprivation, 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 their parents or carers are in receipt of one of the following benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part 6 of the Immigration and Asylum Act 1999
- The guarantee element of Pension Credit
- Working Tax Credit run-on (paid for the four weeks after you stop qualifying for Working Tax Credit)
- Child Tax Credit (with no Working Tax Credit) with an annual income of no more than £16,190
- Universal Credit with an annual net earned income of no more than £7,400

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 parents think their child/children may be eligible for this school based funding, they should see the schools 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 Primary School, 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, insufficient 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 this funding will be socially disadvantaged.

Spending Pupil Premium Grant (PPG) funding

We spend the PPG with the following objectives in mind:

- To raise attainment in reading, writing and mathematics, with the aim to diminish the difference in all year groups between disadvantaged pupils and non-disadvantaged pupils.
- To develop pupils' confidence in themselves as learners.
- To provide social and emotional support to pupils and families in need.
- To provide opportunities for vulnerable pupils to pursue their interests.
- To provide relevant CPD for staff in supporting pupils' development.

Barriers

The PPG focuses on key areas to address relating to internal and external barriers to learning. The internal barriers are identified at termly pupil progress meetings and can be bespoke for each year group depending on current or occurring trends. Examples of recurring trends at Hilldene Primary School in year groups include; gender bias and non-disadvantaged pupils outperforming their disadvantaged pupils. Whereas the external barriers are centred around attendance, our vulnerable families and pupils who go into the next key stage with low starting points.

Our Strategy

Our strategy for use of Pupil Premium funding responds to a wide range of risk factors and recognises the importance of quality first teaching and learning alongside effective 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

Quality of Teaching & Targeted Support

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 regular pupil progress team meetings and provision to close any arising gaps between disadvantaged pupils as a group and non-disadvantaged pupils is organised and delivered by both teachers and learning support assistants (LSAs).

Additional teaching staff are employed to provide targeted support 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.

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Teacher and LSA-led interventions are planned to provide additional support to those disadvantaged pupils not making the expected or accelerated progress necessary. Detailed provision maps outline intervention for focus pupils and are reviewed and evaluated half termly.

Our most recent Ofsted report outlines; *Work in pupils' books, including those of disadvantaged pupils, shows that they are making stronger progress over time.*

One of our barriers at Hilldene Primary School surrounds the low entry starting points of our Nursery and Reception cohorts when they start with us. The need for speech and language development is vast and we have a high percentage of pupils who require early intervention to support their speech, communication and language. This need has been growing in recent years, as a school we work closely with the speech and language team across the borough to ensure external provision is also in place for those pupils who require this.

Where specialist speech and language support is provided to pupils who require improved speech, communication and language skills we have a speech and language teacher as well as a LSA. Many in-school interventions are delivered on a daily or weekly basis 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 in how to deliver the intervention effectively.

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 children is collected termly so that the impact of interventions can be monitored regularly.
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- 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.
- The Deputy Headteacher maintains an overview of Pupil Premium spending and evaluates this annually.
- A governor is given responsibility for Pupil Premium.

Pastoral Support

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

Some of our Pupil Premium funding is spent on providing effective 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 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, art therapy, individual support that is personalised as well as time to talk.

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

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services for families, they also signpost and support families with housing, finance, the home and parenting strategies.

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 mental health and wellbeing for our young people.

Readiness to learn and pupil attendance are two barriers that many of our disadvantaged pupils face more frequently in comparison to their non-disadvantaged counterparts.

Hilldene Primary School values the positive impact a breakfast club can have on a family in preparing pupils for school every day. Our breakfast club runs daily between 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.

Attendance

At Hilldene Primary School, 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%.

The employment of an attendance mentor at school means that we can support families whose attendance is below expectation at a much more focused level.

Our attendance mentor is part of the Safeguarding Team and can; support previous non-attending parents about the importance of education for their children, plan and deliver attendance incentives, rewards, systems in school, track attendance patterns for vulnerable pupils, analyse attendance figures and provide individual daily support for focus families.

The work of the attendance mentor is monitored and analysed by the senior leadership team to ensure it is having a positive impact on pupil attendance overall.

Curriculum

Hilldene Primary School aims to provide a balanced curriculum which provides pupils with skills and knowledge for their primary education and their life beyond Hilldene. The curriculum is based on the following overarching principles and equipping pupils with:

- effective communication, develop speech, language and communication skills;
- equipping our pupils with transferable skills for their futures;
- opportunities and experiences;
- making connections in their learning;
- life skills.

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 children's thinking.

In the most recent Ofsted report it is noted that *'Pupils enjoy a wide range of activities in lessons and through the wider curriculum. Enrichment activities include sports such as basketball and musical activities such as instrumental lessons and singing. Pupils particularly enjoy performing to an audience and spoke about this with enthusiasm; one pupil commented, 'We really enjoy performing: it makes us feel special'. Pupils' strong personal development and positive attitudes contribute well to their progress'*.

Pupil Premium

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 and to learn 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 pupil premium 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 children.

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.