

Pupil Premium Policy

Barnes Farm Infant School



November 2016

MONITORING THIS POLICY

The Head teacher will monitor the application of this Policy and take appropriate steps to ensure that it is operating effectively. This will be achieved through discussion and monitoring.

The policy will be reviewed by the Governing Body on an annual basis to ensure its effective application and any issues arising will be raised on the School Development Plan and tracked accordingly.

Adopted by Governing Body

Review Date..... Date: November 2017

Chair of Governors..... Date:

Head teacher Date:

Barnes Farm Infant school

Policy for Pupil Premium

At Barnes Farm Infant School we are committed to valuing and nurturing each child as an individual who will achieve their best and develop an enthusiasm for lifelong learning. Our vision is for the children in our school to grow into responsible, caring and fulfilled adults who actively and positively contribute to the society in which they live. We are committed to raising standards, values and self-esteem for all those involved with our school through cultivating a secure, yet exciting environment that is positive, supportive, stimulating and enriching. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

Rationale

Pupil Premium was a Government initiative that was established in April 2011 to provide additional support for looked after children, adopted children, service family children and those from low income families (children who have been registered for free schools meals (FSM) and from 2012-13 at any point in the last six years, known as the Ever 6 FSM measure, or are looked after continuously by the local authority for more than six months). Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five and schools are independently important for improving children's attainment and narrowing gaps. Evidence shows that the most effective schools achieve this through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers. Therefore the Pupil Premium funding is provided to enable these children to be supported to reach their potential. However it is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need to provide that support. The Pupil Premium is in addition to the school budget.

Our Aims

- To provide a secure and happy environment where all pupils will have the opportunity to develop full potential.
- To develop lively, enquiring minds, the ability to question and discuss rationally.
- To foster a climate where every individual is valued for their contribution.
- To enable all members of the school community to achieve their full potential.
- To encourage all pupils to be independent learners and to provide them with the skills and knowledge to achieve this aim.
- To encourage all pupils to be self-motivated, self-confident and self-disciplined in order that they will strive for the highest possible standards of work and behaviour.
- To enable all pupils to communicate effectively in speaking, writing and through technology.
- To enable all pupils to read and appreciate high quality literature and function in all areas of the curriculum as a reader.
- To enable all pupils to develop their language, knowledge and skills mathematically, scientifically and technologically.
- To provide opportunities for all pupils to experience and appreciate the creative arts.
- To enable all pupils to participate fully in all forms of physical activities which develop skills, agility and the ability to work co-operatively thus promoting a healthy life style.
- To enable all pupils to appreciate the world in which they live, both past and present.
- To foster an attitude of interest and tolerance for other peoples' beliefs, differences and ways of life.
- To provide opportunities for all pupils to reflect on their spiritual growth as individuals.

- To create a welcoming atmosphere within the school which enables inclusion of the wider community of Chelmer Village and beyond.
- To celebrate the work and achievements of all pupils.

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 Pupil Premium 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”.

Principles that underpin our philosophy

- We ensure that teaching and learning opportunities meet the needs of all our children.
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that not all children who are socially disadvantaged or vulnerable are registered or qualify for Pupil Premium. We will therefore allocate the Pupil Premium funding to support any child or groups of children that the school has identified as being socially disadvantaged or vulnerable.
- In making provision for socially disadvantaged children we recognise that not all children who receive Pupil Premium will be socially disadvantaged or vulnerable.
- Pupil premium funding will be allocated following a needs analysis which will identify priority individuals, groups or classes.

Spending the Pupil Premium successfully to maximise achievement

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Carefully ring-fence the funding so that it is always spent it on the target group of children;
- Never confuse eligibility for the Pupil Premium with low ability;
- Support more able Pupil Premium children to reach their potential and accelerate progress;
- Focus on supporting disadvantaged or vulnerable children to achieve the highest levels;
- Thoroughly analyse which children are underachieving, particularly in English and mathematics, and why;
- Use research evidence (evidence from our and other school’s experience as well as OFSTED annual reports, information from DFE and Sutton Trust-EEF teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement;
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- Use achievement data frequently (through termly pupil progress meetings and termly lesson observations) to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively and use tracking data intelligently to analyse the underachievement of individual children (school improvement partner termly visits focus on this);
- Make sure that support staff, particularly Learning support assistants, are highly trained and understand their role in helping children to achieve;
- Systematically focused on giving children clear, useful feedback about their work, and ways that they can improve;
- A designated senior leader has a clear overview of how the funding has being allocated and the difference it is making to the outcomes for children;
- Monitoring and evaluation – everyone’s responsibility. The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take

responsibility for accelerating their progress. Pupil progress meetings take place regularly with SLT and have Pupil premium as an agenda item;

- A clear policy on principles and how the impact of the spending would be evaluated, agreed by governors and publicised on the school website;
- Well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning;
- Clear and robust performance management system for all staff, and included discussions about children eligible for the Pupil Premium in performance management meetings;
- Governors thoroughly involved in the decision making and evaluation process- named governor nominated to have an oversight of the Pupil Premium. A regular standing item at the Staffing and Finance committee's meetings;

Able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for children;

- Concentrate on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum -have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later;
- Allocate funding for improving attendance - coupled with practical work with families to help them to get their children to school every day on time, sharing information about the importance of attendance and ensure motivating rewards are evident;
- Consider a range of barriers to children's learning, including attendance, behaviour, family circumstances and resources and have a nominated senior leader with responsibility for this;
- The School Business manager is closely involved in tracking the allocation and can, therefore, always account clearly for spending;
- A wide range of Intervention strategies that are effective because they are driven by children's academic, emotional and social needs;
- Well trained workforce and integrated team work approach. Ensuring that Learning support assistants help to raise standards through understanding their role in helping to improve achievement. They are well trained with quality up to date CPD and have the time allocated to enable them to work with teachers to plan and review children's learning. They are placed where data indicates that they are most needed to help children to catch up, rather than spreading them evenly among classes;
- Raising aspirations and broadening experiences for all children including high attaining pupil premium children.

Reporting

Schools are required to publish online specific information about the Pupil Premium so that parents/carers and others have access to meaningful and appropriate information (schools have been asked to report by academic year as this is more meaningful for parents. Whilst the grant allocation is made on the basis of financial years, schools plan teaching and other support and conduct assessments over the academic year. The allocation of funding by financial rather than academic year means that schools have to calculate the funding for each academic year. As schools will not know their full funding costs or provisional allocations for the latter half of the academic year, they can report on their known funding up to the end of the financial year and update the published information as the full figures become available).

It will be the responsibility of the Headteacher or delegated leader to produce reports to the Governing body on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged/vulnerable children (shared annually on the website and agenda item on termly Governor committee meetings- curriculum and staffing and finance as well as reported termly in the Head Teacher's report to Governors);
- An outline of the provision that was made since the last meeting;
- An evaluation of cost effectiveness, in terms of the progress made by the children receiving a particular provision, when compared with other forms of support;

- The Governors will ensure that there is an annual statement to parents/carers, via the website, on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged/vulnerable children.

Accountability

How are we accountable for how the Pupil Premium is used?

A number of measures have been introduced to secure accountability, including:

- Children are tracked using Target Tracker which clearly shows the attainment of Pupil Premium and LAC pupils compared to their peers;
- Identifying what impact school intends the current allocation to make and how the impact is measured;
- Progress on 'narrowing the gap' is monitored by the SLT, MLT and reported and discussed with the School Improvement Partner as well as the Governors.

Policy Review

This policy will be reviewed annually to ensure that it continues to meet the needs of the school community and any statutory requirements.