



Pupil Premium Policy

March 2016

1. Introduction – Deerhurst and Apperley Pupil Premium Policy

1.1 The aim of this policy is to:

□ Provide high aspirations and ambitions for our pupils and believe no pupil 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 that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

This policy outlines how we will ensure our Pupil Premium funding is spent to maximum effect.

2. 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.

2.1 Pupils that qualify are as follows:

□ Those currently in receipt of Free School Meals

From 2012-13, the Government extended the grant to reach any pupil that has been registered for Free School Meals (FSM) in the past six years (known as Ever6/E6).

□ Pupils in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium,

□ Pupils whose parents are in the armed services also are also entitled to qualify.

2.1.1 This fixed amount of money is expected to increase every year for the course of this current Parliament. At Deerhurst and Apperley Church of England Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

2.2 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 and there is no "one size fits all".

3. Key Principles

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

3.1 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

3.2 Analysing Data

3.2.1 We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

3.3 Identification of Pupils

3.3.1 We will ensure that:

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

3.4 Improving Day to Day Teaching

3.4.1 We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking and feedback
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD
- Improving assessment through regular and joint moderation

3.5 Increasing learning time

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours: after school

3.6 Individualising support

3.6.1 There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.

3.6.2 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 leaders to provide high quality interventions in and out of class
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- ✓ Volunteer readers
- ✓ School Home Support
- Providing advice and support for parents
- ✓ Offer of Early help (where appropriate)
- ✓ To support their children’s learning within the curriculum
- ✓ To manage in times of difficulty
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence (e.g. Bubble Time). Going the Extra Mile

3.6.3 In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of difficulty.

4. Monitoring and Evaluation

4.1 We will ensure that:

- A wide range of information is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment information 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, support staff and governors 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
- Interventions 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 Headteacher and Governing Body, maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

4.2 Reporting

4.2.1 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 information
- 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-pupil premium children)
 - ✓ Other evidence of impact e.g. Ofsted
 - ✓ Case studies (pastoral support, individualised interventions)
 - ✓ Implications for pupil premium spending the following year

4.2.2 The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

5. Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

5.1 The Head and Senior Leadership Team

The Head is responsible for implementing this policy. She will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. She will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. She will make sure narrowing the gaps is a priority area of focus for the school.

5.1.1 It will be the responsibility of the Head to include the following information in the annual report for Governors, and at Full Governors' Meetings:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

5.1.2 The Inclusion Leader (HT) has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. He/she has informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. This research is used to inform the provision provided to fit the needs of pupils within the overall school context.

5.1.3 The school's Finance Officer will monitor the spending of the Pupil Premium.

5.2 Teaching and Support Staff will:

- maintain the highest expectations of all pupils.
- promote an inclusive and collaborative ethos in their classrooms which enable all pupils to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.

5.2.1 We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role.

5.3 Governing body

5.3.1 Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

5.3.2 At Deerhurst and Apperley school the governing body will hold the school rigorously to account by monitoring the impact of actions aimed at raising the achievement of different groups of pupils such as those eligible for pupil premium funding.

5.3.3 At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

6. Disseminating The policy

6.1 This Pupil Premium policy along with the details of actions will be published:
 on our website

6.2 We will also use other methods and occasions such as parents' evenings and parent forums, as appropriate to share information about the Pupil Premium when appropriate.

7. Appeals Procedure

7.1 Any appeals against this policy can be made through the governor's complaints procedure.

7.2 This policy has been developed in consultation with, staff and governors. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school

This policy was drawn up by governors in consultation with staff

Head Teacher:

Chair of Governors:

Date of next review: March 2018

