



PUPIL PREMIUM POLICY

School Aims and Vision

Our Vision statement is *Loving to Learn, Learning to Love*. As a Church of England Academy, we have established a number of core values and understand that these values need to be lived as well as taught by everyone in our school. We aim to ensure that every child progresses through Fishponds Academy excited about learning and able to **fulfil their potential**. We want to equip them with confidence, **courage**, **patience**, resilience and a passion for **justice** and the **truth**. These qualities will enable them to thrive and to champion **kindness** and **respect** at all stages of their future lives.

Our aim at Fishponds Church of England Academy is to create a positive, stimulating and happy learning environment. We aim to be inclusive and are committed to providing all children with the same opportunities, regardless of gender, race, disability, creed, social background or culture. We value all learning and believe that all children can succeed. We will aim to value and celebrate each child's heritage and to teach children about how we can build and live in a caring community.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Background to the Funding

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals; also for pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. In 2011-12 the funding was set at £488 per pupil and in 2012-13 it rose to £600. For 2013-2014 the Pupil Premium is worth £900 per pupil with all children who have been eligible for free school meals at any point in the last six years now also being entitled. The figure for 2014-15 is £1300 per disadvantaged pupil. We are also compliant with the accountability requirements of the Children in Care Pupil Premium funding – please see our Children in Care / Look after Children Policy for more information.

From September 2012, schools have been required to publish online information to parents about how they have used the Pupil Premium funding and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care. This information is available on our Academy website.

Provision

We recognise that a good education is the key to improving life chances.

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups.

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Local Board. The Local Board has allocated a Pupil Premium champion, to support and challenge our use of the Pupil Premium spending.

To ensure that our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention, provision and support to accelerate their progress.
- Minimise the barriers to learning and achievement.
- Actively involve the local board and our pupil premium champion in our decision making processes.
- Effectively monitor and evaluate the impact of spending.

To help achieve the aims outlined above, we have agreed the following:

- Funding will be ring fenced so that it is always spent on target groups of pupils.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels.
- Proper analysis will be undertaken to identify where pupils are underachieving and why. The use of research evidence, including the Sutton Trust Toolkit, will inform spending decisions.
- Teaching Assistants and other staff will be highly trained and understand their accountability for pupil achievement.
- We will have a clear policy on spending the Pupil Premium, agreed by the local board and publicised on the school website.
- Careful monitoring and evaluation will be undertaken to demonstrate the impact of each aspect of spending on the outcomes for pupils.
- Our focus will be on high quality teaching, rather than solely relying on intervention to compensate.
- Frequent use of achievement data to check effectiveness of interventions; continuously adjusting techniques to meet the needs of pupils.
- A systematic focus on clear pupil feedback and advice for improving their work.
- Designated Senior Leaders – phase leaders, the Academy Business Manager and inclusion leader will have an overview of funding allocations.
- All class-based staff will be aware of the Pupil Premium children in their classes so that they can take responsibility for their progress.
- Strategies and interventions will be made available for improving attendance, behaviour or family links if there is an issue.
- Pupil Progress meetings / Performance management / appraisal meetings with staff will always include discussions about Pupil Premium children.
- Local Board members (in particular the Pupil Premium champion) will be actively involved in the decision-making and evaluation processes.

Evidence about What Works for Schools – and how we have responded to this evidence in our provision

The Education Endowment Foundation (EEF) provides up-to-date information on what works in raising the achievement of disadvantaged children. In order of impact it cites eight approaches:

1. Effective Feedback on Learning

Feedback for children and teachers on children's performance relative to learning goals can be very effective in raising attainment if it is about challenging tasks or goals, focuses more on what is right than what is wrong, and encourages the child rather than threatens their self-esteem. *We now employ additional staff to work with children on an individual basis in conferencing sessions about their work – what is going well, what successes there have been and what their next steps and targets are. We have put in place a new marking and feedback policy, which ensures children have ownership over their next steps in learning and know their targets well. Marking is developmental and supports children to 'close the gap' or move on to their next steps with a clear model and on-going dialogue from the teacher.*

2. Metacognition and Self-regulation

Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning is a well-proven, high impact approach that carries little cost other than staff CPD. *We have begun a new whole school learning to learn strategy this year, driven by a senior leader. To date, we have had 'Risky Robins', 'Resilient Raccoons' and 'Collaborative Meerkats' to support children's learning skills and self-motivation.*

3. Peer Tutoring

In these approaches learners work in pairs or small groups to provide each other with explicit teaching support. The boost to attainment provided by peer tutoring is apparent for both tutor and tutee (particularly in cross-age tutoring). *A range of different pairings and groupings are utilised in many classes, although with younger children this strategy is not always appropriate and this strategy has not been adopted.*

4. Early Intervention

Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and number concepts, is beneficial for disadvantaged pupils. *We have a huge emphasis on early reading and number through high quality provision in the foundation stage and in the middle phase. We have a highly skilled Reading Recovery teacher and three new reading assistants to support the children who are socially disadvantaged to accelerated progress and hear / support reading through the Reading Recovery programme, the Better Reading Partners programme and 'Early Literacy Programme'. A second specialist*

teacher is employed to teach children in the middle phase through the numbers count and first class at number programmes. Impact on both the Reading Recovery programme and the Numbers Count programmes is extremely high.

5. One-to-one Tutoring There is good evidence that providing intensive 1:1 remedial tuition, for short, regular sessions over set period of time can enable children to catch up with their peers. *We have used one to one tuition over the last two years, but impact has not been sustained. This year we have invested in pupil conferencing instead.*

6. ICT

Investing in digital technologies to support learning can be effective, particularly if used to supplement teaching, rather than replace more traditional approaches. *We use Nessy to support children with phonics using a dyslexic friendly approach. We also use 'I am Learning' an online revision package to support children in Year 6 to achieve the highest levels.*

7. Phonics

The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds. *A highly structured phonic programme is in place for children from Nursery to Year 4 and above. This is coupled with a 'reading for pleasure' strategy and work through our reading assistants.*

8. Parental Involvement

Activities that involve parents in supporting their children's learning can be effective, though ensuring that there is an impact on children's attainment is challenging and needs effective monitoring and evaluation. *We have a clear set of home learning activities for children and parents to work on together at home each term. We also invite parents in to school to support us to evaluate the curriculum and to use them to make suggestions for improvement.*

These approaches will be taken into account when making decisions about the spending of our Pupil Premium.

How do we use and monitor the Pupil Premium funding?

Activities that we have undertaken using the Pupil Premium, and that have impacted on closing attainment gap are included in our report on the Academy website.

Any decisions about how to spend our Pupil Premium are based on data collected, analysed and used to identify groups and common needs for children entitled to the Pupil Premium.

Pupils who are eligible for the Pupil Premium are identified on our school tracking system, SIMs. This allows us to filter information relating to their attainment and progress throughout the year.

This data informs our provision mapping; it is reported to the senior leadership team by class teachers and is published in a report to the Local Board. Three termly cycles of data collection and assessment take place each year. Data is also gathered at the beginning and end of each intervention cycle. This data is analysed to ensure that all target pupils are making progress and, if not, why not and the action we will take in response.

When evaluating the achievement of pupils in relation to our spending of the Pupil Premium, we will consider:

- How well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally.
- How well pupils make progress relative to their starting points.

Each year in September we will publish a report for parents about our Pupil Premium allocation, spend and impact on attainment. The report will be posted on the Academy website and will be available as a paper copy on request.

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