



# **Marlborough Primary School**

**“Engage, Support, Motivate, Challenge”**

Premium Policy 2014

## **Vision and Ethos Statement**

Marlborough Primary School provides a safe, secure, welcoming and nurturing learning environment where everyone is valued equally. We are an integral part of the community, inspiring our children to be successful lifelong learners, effective contributors, confident individuals and responsible citizens. Marlborough Schools achieves this through partnerships with home, the community and other external agencies.

## **Overview**

The Pupil Premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The DfE has given us the freedom to use the Pupil Premium as we see fit based upon our pupil needs. 'It is for schools to decide how the Pupil Premium allocated per FSM pupil is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' We are accountable for the use of this additional funding.

This funding is targeted to pupils entitled to free school meals (FSM), looked after children and service children, and including those registered for FSM over a rolling six year period.

## **Aims**

The purpose of this policy is to outline how we will ensure that the pupil premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers. Pupil Premium funding represents a significant proportion of our budget and this policy will ensure it is spent to maximum effect.

## **Communication**

We are aware that under The School Information (England) (amendment) Regulations 2012, Schedule 4 there is specified information that has to be published on a school's website.

Section 9 of this regulation requires schools to publish '*The amount of the school's allocation from the Pupil Premium Grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated*' We will publish this information on our website.

## **Context and Allocation of Funding**

We recognise that pupils in receipt of FSM are not a homogeneous group and will have a wide range of need which may include: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. Some children in receipt of FSM will be more able pupils. The challenges are varied and there is no "one size fits all".

## **Key Principles**

Marlborough Primary School and Nursery uses the Pupil Premium funding according to the following principles:

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged

## **Key Principles - Continued**

### ***Building Belief***

We will provide a culture where Staff:

- Believe in the potential of all children
- Ensure there are “no excuses” made for underperformance
- Adopt a “solution-focused” approach to overcoming barriers
- Support children to develop positive learning characteristics including a “growth mind-set” towards learning

### ***Analysing Data***

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 (Education Endowment Fund) to support us in determining the strategies that will be most effective

### ***Identification of Pupils***

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.....”

### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

### ***Increasing learning time***

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

### ***Going the Extra Mile***

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 crisis

### ***Individualising support***

*“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.”*

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 team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise e.g. Learning Advisory Teacher, Education Psychologist, Speech and Language Therapist, Behaviour Advisory Teacher
- Providing extensive support for parents (Parent Support Worker) to develop their own skills (ESOL, Literacy, ICT, Back to Work, Managing Money), support their children’s learning within the curriculum and /or manage support in times of crisis
- Tailoring interventions to the needs of the child (e.g. Numicon maths sessions in the afternoons for children who struggle in the main lesson)

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data 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 and support staff 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
- Two members of the SLT maintain an overview of pupil premium spending
- A governor is given responsibility for Pupil Premium

### **Reporting**

When reporting about the use of impact of pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data
- Use of research
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- 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, Accreditations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

### **Role of the Governing Body**

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. Our Governing Body will keep our work in closing achievement the gaps regularly under review in order to monitor the use of Pupil Premium funding.

This policy will be reviewed annually and adjustments will be made according to the analysis of impact and the level of funding.