

Stanton Community Primary School

Nurture, Enjoy, Aspire, Achieve



Pupil Premium Policy

Overview

Pupil Premium was introduced in April 2011 and is a specific grant based on the school census figures for Reception to Year 6 pupils for children that have been registered for Free School Meals, (FSM) and for Children Looked After (CLA). The Pupil Premium is calculated using the census returns.

Pupil Premium is an additional funding grant given to the school and will be used to address any underlying inequalities by ensuring it supports the pupils who are eligible.

The Government have used pupils entitled to Free School Meals (FSM) as an indicator for deprivation, and have deployed a fixed amount of money per pupil to schools. This is based on the number of pupils registered for Free School Meals. At Stanton Community Primary School, we will use this funding to 'narrow the gap' in attainment and progress.

A premium has also been introduced for children whose parents are currently serving in the Armed Forces to address the child's emotional and social well-being.

The Government are not dictating how schools should spend any of this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment and progress. Schools will be accountable for narrowing the gap; school performance information includes the attainment of pupils who receive the pupil premium, compared with their peers.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges for Pupil Premium children are varied and there is no "one size fits all". We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Pupil Premium Champion (Member of SMT) - Liz Bonnelykke (Deputy head teacher)

Pupil Premium Governor - Brian Brown and Fiona Martin

Guiding Principles

It is the role of the Headteacher, SMT and the governors to ensure that there are improvements to the performance of disadvantaged pupils in this school. We believe that we can maximise the impact of our Pupil Premium spending, by following the key principles below:

Having High Expectations

At Stanton, we have a culture where

- Each child is seen as an individual
- 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

Data Analysis

We will track the attainment of pupils covered by the Pupil Premium carefully and use achievement data to check whether interventions or techniques are working and make adjustments accordingly. A senior member of staff will have specific responsibility for tracking progress. The school will assess what additional provision should be made for the individual pupils at termly Pupil Progress meetings. Pupil Premium pupils will always be on the agenda of Pupil Progress meetings, and the senior member of staff responsible will be present and will create an appropriate provision map of support needed by identified pupils.

Formative assessment data is collected on an ongoing basis, and this feeds into termly summative attainment data, recorded using the Target Tracker tracking system. This enables senior leaders and governors to track progress accurately and to compare attainment of disadvantaged pupils with non-disadvantaged pupils. We will use external research evidence (Ofsted, other schools, Sutton Trust etc) to allocate the funding to activities that are most likely to have most impact.

Identification of Pupils

All pupil premium children are included in discussions with the team working with them. This will usually take place at Pupil progress meetings which are held termly. Pupils with historically lower attainment are targeted for 'catch - up' programmes and the way in which the teacher can plan for them is identified based on what is known already about their learning. Also, children where progress has slowed are discussed and any particular areas of difficulty are explored and acted on. We value children's personal development, behaviour and welfare and understand that there may be other barriers to learning which can be addressed through the pastoral provision in the school so that meta-cognition is enabled. We are also aware that some of our children eligible for Pupil Premium are high achievers and we will ensure that these children are also stretched and challenged to realise their full potential.

We will ensure that:

- ALL teaching 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 for 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....."

Provision of Quality First Teaching

Our aim is that all children at Stanton receive good or better teaching on a daily basis. The SMT will set high expectations for achievement and will monitor teaching and learning to ensure that non-negotiables, such as high quality marking and feedback, are implemented thoroughly and consistently across the school. We will share good practice and draw on external expertise when necessary to support our practice and provision, including providing opportunities for our teachers to improve assessment practice through moderation, both in-house and with our partnership schools. We aim to provide high quality CPD (continuous professional development) to support and develop skills of staff.

Our practice is based on what works for children, and is based on research from the Sutton Trust as described in the toolkit. This shows that an emphasis on quality feedback, collaborative learning and meta-cognition - thinking and reflecting on learning - are the most effective strategies. We focus on doing these well, as well as providing a broad range of learning experiences based on a rich curriculum.

Increasing Learning Time

We aim to maximise the time children have to "catch up" through: improving attendance and punctuality and extending learning through after school sessions, booster groups, Lunchtime Learning.

Provision of individualised support

We aim to ensure that the additional support we provide is effective by:

- Carefully considering the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly so that additional interventions have an impact in the classroom
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

Examples of additional interventions provided are:

- Beat Dyslexia
- Dancing Bears
- 1st class@number
- Accelaread / Accelawrite
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At Stanton, we also use Pupil Premium funding to support disadvantaged families through provision of places at Breakfast and After School Clubs. We fund an alternative Provision class (Cedar Class) to support identified disadvantaged pupils to remove barriers to learning. Pupil Premium funding is also used to ensure that no child misses out on any educational enrichment opportunity - such as trips, visits and residential stays - because of financial disadvantage.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used - attainment and progress data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice - to ensure that progress and attainment are at least in line with non-disadvantaged children, both in school and nationally
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly and provision for individuals and groups can be adjusted accordingly
- Assessments are closely moderated to ensure they are accurate to inform the processes in place
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children's' needs and appropriate provision is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working, as evidenced during the monitoring process. An understanding of why a particular provision has not worked for an individual child is needed as all practice is based on successful precedent.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance, behaviour, attitudes to learning, attainment and progress across the curriculum
- A designated member of the SMT maintains an overview of Pupil Premium spending (the Headteacher)
- A governor is given responsibility for Pupil Premium and will challenge the school leadership on the performance of disadvantaged children across the school

Reporting

The Head teacher will report to the Governing Body, via the Head teacher's report to governors each term. Pupil Premium will be a regular feature on the agenda for governing body meetings. Information provided will be based on:

- the progress made towards narrowing the gap, by end of key stage results, for pupils eligible for Pupil Premium
- an annual outline of the provision that is made
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to those children not receiving the support

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.

Parents and Carers of children eligible for the Pupil Premium funding will be kept informed of their children's progress through formal parent consultations and reports and informal conversations through our 'open door' policy. We help parents/carers to support their children through our programme of parent meetings and workshops. Each class holds a weekly parent/carer information meeting, in addition to focused meetings on different areas of the curriculum, e.g. phonics, mathematics etc. Parents and carers are encouraged to come into school and participate in events, including joining classes for lessons.

Accountability

- Performance tables in Raiseonline clearly show the attainment of Pupil Premium children compared to their non-disadvantaged peers
- Ofsted inspections
- Pupil Premium reviews - these can be internal, part of partnership work with other schools or commissioned by the LA
- Progress on narrowing the gap is monitored by the SMT, and also by the Standards and Excellence officer at our half termly meetings.

Armed Forces Premium

As a school we choose to use our funding to provide additional support staff in each class. This enables the emotional and social well-being of children whose parents are currently serving in the Armed Forces to be addressed by adults they are familiar with and who can respond whenever the need arises. These members of staff are also readily on hand to support the learning needs of these children.

Review

The governing body will review this policy annually. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.