

Pupil Premium/Disadvantaged Policy

Statement of intent:

At Southfield Park Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Southfield Park Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

At Southfield Park, we have high aspirations and ambitions for our children and we believe that no child 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.

Our aim is to diminish the difference in attainment and educational opportunity between those children attracting pupil premium funding and their peers.

Background

The Pupil Premium was a Government funding initiative introduced in 2011. The Pupil Premium funding targets extra money at pupils from deprived backgrounds, as research shows many underachieve in comparison to their peers. The premium is provided in order to support these pupils in reaching their full potential. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers and those who are not eligible by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Government do not dictate how schools should spend the pupil premium. 'Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best to support the raising of attainment for the most vulnerable pupils.' DFE

Purpose of this policy

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. As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Eligibility

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years known as 'Ever 6 FSM'. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Ever 6 FSM

The Pupil Premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2011), as well as those first known to be eligible at January 2017.

LAC

The DfE allocates the local authority a provisional amount of £1,900 per child who is defined as being looked after. The LAC premium must be managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs as described in their personal education plan.

Schools are required to demonstrate how this money has been used to support the needs of the child. This is done by completing a personal education plan for each pupil every 6 months. This includes recording progress made since the last review.

The VSH monitors these arrangements and may provide top up funding if additional support is required.

Post Leaving care and adopted children

The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 5 Service child

For the purposes of these grant conditions, Ever 5 service child means a pupil recorded in the January 2017 school census who was eligible for the service child premium in any of the previous 4 years (ie since the January 2011 school census) as well as those recorded as a service child for the first time on the January 2017 school census.

The PPG per pupil for 2017-2018 is as follows:	Amount per child £	Total £
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	1,320	79,200
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	1,900	0
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order	1,900	7,600
Pupils in Year Groups R to 6 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	300	0
	Grand Total	86,800

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 we understand there is no “one size fits all”.

Pupil Premium Strategy

Senior leaders produce a strategy statement annually. The document identifies in school and external barriers to future attainment for pupils eligible for PP, desired outcomes and how they will be measured.

The document outlines the planned expenditure for each academic year focusing on three key areas:

- Quality of teaching for all
- Targeted support
- Other approaches to support attainment

Our priority since the introduction of PP funding has been focussed on:

- Supporting those pupils not on track to achieve age related expectation at the end of Early Years Foundation Stage, Key Stage 1 and Key Stage 2
- Using the funding to narrow and diminish the difference between the achievement of PP pupils and their peers.
- Provide additional educational support to improve the progress of children in other classes who might not achieve as well as their peers.
- Using the funding to address any underlying inequalities between children eligible for pupil premium and others.

The main areas for PP provision at Southfield Park are:

- Actions focused on learning in the curriculum
- Actions focused on social, emotional and behavioural issues
- Actions focused on enrichment beyond the curriculum
- Actions focused on families and communities

See Appendix 1 for examples of Pupil Premium Provision (based on extracts from the DFE Pupil Premium Survey).

Key Principles

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

Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- 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

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 (e.g. Education Endowment Foundation Toolkit) 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
- Being mindful that FSM status does not mean a pupil is 'low ability'
- 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 outstanding teaching, by using our leadership team to:

- Provide quality induction for new teachers
- Set high expectations
- Address any within-school variance
- Using the latest evidence-based research on proven strategies to narrow the attainment gap
- Using high quality teaching and learning as the preferred method of narrowing the attainment gap
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided and reading approaches
- Share good practice within the school and draw on external expertise
- Provide and promote high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (EYFS and KS1)
- Extended learning e.g. One to One Tuition and Homework Clubs

Individualising support

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

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using key staff 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
- Providing extensive support for parents to develop their own skills or to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. pre teaching and consolidation)
- Recognising and building on children's strengths to further boost confidence

Monitoring

The school's ethos is one of genuine concern and care for all to achieve their fullest potential. Great emphasis is placed on all staff members knowing and understanding every child well, treating children with the utmost respect and empowering them to become responsible, confident and resilient learners in our

school. As such, senior leaders discuss, monitor and support children's well-being and academic needs at termly Pupil Progress meetings which informs the cycle of provision.

Our tracking systems ensure that children's progress is monitored carefully and that provision matches individual need at any given point in time. At Southfield Park each pupil allocated the PP funding will have an individual passport and their progress will be closely tracked. If required there will be a record of individual provision that have accessed throughout their time at school. The Pupil Premium children are highlighted on school systems to allow careful monitoring of both individuals and the group as a whole. A designated member of the SLT maintains an overview of Pupil Premium progress and spending.

The Governing Body will monitor the school's progress towards 'diminishing the difference' for vulnerable pupils.

The Governors recognise that not all pupils who are disadvantaged are registered or qualify for free school meals and, therefore, reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being vulnerable. The Headteacher and Deputy Head regularly report progress data to the Governors' Children and Learning Committee. A named governor is given responsibility for Pupil Premium.

Reporting

The Head and Deputy Teacher will produce a yearly report for the Governors' School Improvement Committee on:

- Information about the context of the school and money received
- An outline of the provision that was made and its impact.
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- 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.
- Plans for the subsequent year

Case studies are available to highlight the level of provision available to these children and to demonstrate the impact of the funding on children's progress. The Governing Body will consider the information provided to ensure that Pupil Premium funding is used to achieve maximum impact for our children. The Governors will also ensure that there is an annual statement provided for parents on how the Pupil Premium funding has been used. This will be published on the school website.

Success Criteria

The evaluation of this policy and the Pupil Premium Strategy will be based on how quickly the school can 'diminish the difference' between disadvantaged pupils and their peers. Our work in relation to the Pupil Premium strategy statement will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Policy Review

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps.

This policy is due for renewal in July 2018.

Appendix 1

Examples of Pupil Premium Provision (based on extracts from the DFE Pupil Premium Survey)

Type of Provision	Specific items of expenditure	Definition
Actions focused on learning in the curriculum	School expenditure from current income and reserves expected to benefit disadvantaged pupils: actions focused on learning in the curriculum.	These actions are intended to affect directly performance in the classroom. They may include: one-to-one tuition; small group teaching; additional in-class support; homework clubs; special arrangements for monitoring progress; reduced class sizes; teaching assistants; peer tutoring/peer-assisted learning; provision of materials/equipment; Reading Recovery; support for EAL. They may also include items available to all pupils but for which a financial contribution is usually requested such as: trips linked with the curriculum; visits to school by theatre companies; residential courses.
Actions focused on social, emotional and behavioural issues	School expenditure from current income and reserves expected to benefit disadvantaged pupils: actions focused on social, emotional and behavioural issues.	These actions are intended to address barriers to learning. This may include: interventions from an educational psychologist, one-to-one counselling, nurture groups, health information and advice; CAMHS, behaviour support programmes; social skills training.
Actions focused on enrichment beyond the curriculum	School expenditure from current income and reserves expected to benefit disadvantaged pupils: actions focused on enrichment beyond the curriculum.	These actions are intended to extend the learning offer beyond the curriculum and/or to provide a safe place between school and home. They may include extra-curricular clubs; creative play possibilities; sports; arts and other leisure activities; after-school and holiday clubs; trips not directly linked to the curriculum.
Actions focused on families and communities	School expenditure from current income and reserves expected to benefit disadvantaged pupils:	These actions are intended to help parents provide better support to their children by engaging them in their children's learning and/or providing them with the knowledge and skills to do so effectively. Support for parents may include: family learning; parenting classes; family support worker or parent support adviser.
Alternative learning pathways and curriculum	School expenditure from current income and reserves expected to benefit disadvantaged pupils: alternative learning pathways and curricula	The provision is expected to apply primarily to secondary schools. It comprises alternatives for pupils who are having difficulties with the traditional learning pathways. It may include arrangements with a local FE college of other provider to deliver specific courses/programmes resulting in qualifications such as BTEC; ASDAN; PECCI.
Other	School expenditure from current income and reserves expected to benefit disadvantaged pupils:	