

	Name of School	Gidea Park Primary School
	Policy review Date	March 2018
	Date of next Review	March 2020
	Who reviewed this policy?	Cathy Brooks
	Date approved by Governing Body	11 th June 2018

Policy for Pupil Premium

Aims

At Gidea Park Primary School, 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 - we are determined to ensure that our children are given every chance to succeed. Pupil Premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium is a Government initiative that targets extra money towards pupils from deprived backgrounds, since research shows underachievement is often the outcome for these pupils when compared to their non-deprived peers. The premium is provided in order to support these pupils in be successful in their learning.

The Government has used pupils entitled to Free School meals (FSM), looked after children and service children as indicators of deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals over a rolling six-year period. At Gidea Park 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.

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". As with every child in our care, a child who is deemed to be "socially disadvantaged" is valued, respected and entitled to succeed, irrespective of need.

Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- The report for parents that schools publish online

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 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” mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data
- We use research (such as the Education Endowment Foundation) and liaise with other local schools to support us in determining the strategies that will be most effective

Identification of Pupils

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
- 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. assessing
- Share good practice within the school and draw on external expertise, including effective use of School Nurse and Education Welfare Officer
- Provide high quality CPD including Lego therapy, the 'Happy Hands/ Healthy Bodies' motor skills program, Positive Handling, Manual Handling and 'Prevent' training (anti-radicalisation)
- Use cross-phase moderation

Increasing learning time

We will maximise the time children have to "catch up" through:

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

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, our Home School Support Worker and class teachers communicate regularly
- Allowing the flexibility for class teachers to run interventions themselves
- Using team leaders to provide high quality interventions e.g. phase leaders and our Inclusion Manager
- Matching the skills of the staff to the interventions they provide
- Working with other agencies to bring in additional expertise e.g. *Third Space Learning*, *Explore Learning*
- Providing support for parents e.g. through workshops, Maths videos on *Fronter* and support in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths, writing and reading focus sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (e.g. by taking part in challenge activities such as the *Taking Steps* editorial team)

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, and staff, parent and pupil voice
- Assessment Data is regularly updated so that the impact of interventions can be monitored
- Assessments are closely moderated to ensure they are accurate
- Teaching 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
- A designated member of senior staff (our Inclusion Manager) maintains an overview of pupil premium spending
- A governor is given responsibility for Pupil Premium

Reporting

The Governing Body at Gidea Park Primary School recognise the importance of reporting how Pupil Premium Funding is used and therefore have asked that this be a standing item on all termly meetings of the Curriculum Committee. There is a named Governor for Pupil Premium to liaise directly with school staff and the termly feedback will focus upon:

- An outline of the provision that was made during the term since the last meeting
- 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 the provision

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:

- Objectives for the year
- Nature of support and allocation
- An overview of spending
- A summary of the impact of the Pupil Premium grant
- Implications for Pupil Premium spending the following year

This task will be carried out in line with the requirements published by the Department for Education.