

Harrington Hill Primary School



PUPIL PREMIUM POLICY

REVIEWED: January 2018

NEXT REVIEW DATE: January 2020

Resources Committee signed:

Chair of Governors signed:

Head Teacher Signed:

Striving for Excellence. Achieving Together.

Striving for excellence. Inspiring to achieve collaboratively through respect, happiness and creativity. We are independent and reflective for continuous improvement.

Aims:

At Harrington Hill, 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.

Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background:

The Pupil Premium (PP) funding is a relatively new 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 Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament.

At Harrington Hill, we will be using the indicator of those eligible for the pupil premium funding as well as identified vulnerable groups as our target children to diminish the difference regarding progress and 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, weaker language and communication skills, lower confidence, more frequent behaviour difficulties, and attendance and punctuality difficulties. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles:

The targeted and strategic use of pupil premium will support us in achieving our aim of helping everyone achieve to their full potential. Striving for excellence for all as laid out in our school vision. By following the key principles below, we believe we can maximise the impact of our pupil premium spending:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils. Delivering quality first teaching in every class and giving each pupil their best learning experience.
- 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.
- We continue to ensure that we are improving attendance and punctuality across the school.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged.
- We also 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 groups of pupils the school has legitimately identified as being socially disadvantaged. Any group will be made up of PP children and non PP children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.
- 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 any one time.
- We ensure that a range of group and individual interventions are designed to support those with identified needs (other than Special Educational needs - the provision of which is funded differently).
- We aim offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

Identification of Pupils:

We will ensure that:

- All teaching staff and phase leaders are involved in the analysis of data and identification of pupils, through our regular pupil progress meetings and raising attainment plans.
- All staff are aware of who pupil premium and vulnerable children are through the use of class profiles. These are updated regularly.
- All children eligible for the Pupil Premium grant 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.

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 termly for Years 1-5 and half termly for Year 6, so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate.
- Teaching staff and phase leaders 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.
- A designated member of the SLT maintains an overview of pupil premium spending.
- A governor is given responsibility for pupil premium.

Additional Support:

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 excellent practitioners, both support and teaching staff to provide high quality interventions across their phases.
- Matching the skills of the staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
- Providing extensive support for parents (e.g. Motivate to Educate).
- Tailoring interventions to the needs of the child (e.g. targeted phonic 1:1 catch up sessions).
- Recognising talent and providing challenge for all pupils, especially the higher attaining pupils.
- Recognising and building on children's strengths to further boost confidence.

Reporting

It will be the responsibility of the Head Teacher and the Deputy Head Teacher, or a delegated member of staff, to produce regular reports for Governors on:

- The progress made towards diminishing the difference for socially disadvantaged pupils.
- An outline of the provision in place at the school.
- An evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision.

When reporting about Pupil Premium funding we will include:

- Information about the context of the school.
- Actions for the year, reasons for decision making and a summary of the impact of PP funding.
- Analysis of data, including performance of disadvantaged pupils (compared to non-pupil premium children).

- Use of research.
- Nature of support and allocation.
- Learning in the curriculum.
- Social, emotional and behavioural issues.
- Enrichment beyond the curriculum.
- Families and community.
- An overview of spending.
- Total PPG (pupil premium grant) received.
- Total PPG spent.
- Total PPG remaining.
- Case studies (pastoral support, individualised interventions).
- Implications for pupil premium spending the following year

The Governors of the school 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 diminishing the difference for pupils eligible for the Pupil Premium. This task will be carried out mindful of any requirements published by the Department for Education.