



## **PUPIL PREMIUM POLICY**

Review Date: November 2017

**Pupil Premium Lead:** Mrs S Goodsell

**Pupil Premium Governor:** Mr A Main

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

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 Pupil Premium funding 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 has 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.

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Monkshouse School this figure is lower than the National one. The DfE has given schools the freedom to use Pupil Premium as they see fit, based upon their knowledge of pupil needs. However, we are accountable for the use of this additional funding.

The purpose of this policy is to outline how we use the funds allocated to narrow attainment gaps between disadvantaged pupils and their peers.

### **Context**

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. It is also essential to ensure that it is only used for its intended purpose.

Common barriers to learning for disadvantaged 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".

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.

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:

### **Key Principles**

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.

- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

### **Data Analysis**

The school 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. The SLT and assessment coordinator have responsibility for tracking progress. This is reported to the Curriculum and Standards sub-committee of the Governing Body and the Governor with responsibility for Pupil Premium.

Pupil Premium pupils will always be on the agenda of Pupil Progress meetings and their progress, and the provision made for them discussed and reviewed. This data enables senior leaders and governors to track progress accurately and to compare attainment of disadvantaged pupils with non-disadvantaged pupils.

The school uses external research evidence (Ofsted, other schools, Sutton Trust) to assist in the allocation of funding to activities that are most likely to have the 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 every half term. 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.

There may be other barriers to learning which can be addressed through the pastoral provision in the school.

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils and discuss this with their appropriate support staff.
- 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 Monkshouse School receive good or better teaching on a daily basis. The SLT 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 other 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 our children.

### **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 at Monkshouse are:

- Reading Stars
- Pre Teaching
- 'Scooping'
- Talk Time

At Monkshouse, we also use Pupil Premium funding to support disadvantaged families through provision of places at Breakfast, After School Club and to fund a variety of roles within school in order 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 try to ensure that progress and attainment are at least in line with non-disadvantaged children, both in school and nationally
- Assessment Data is collected regularly so that the impact of interventions can be monitored 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
- PPM inform appropriate provision for the identified children
- 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.
- The impact of interventions on behaviour and attitudes to learning is also monitored.
- The Headteacher maintains an overview of Pupil Premium spending.
- A governor with responsibility for Pupil Premium will challenge the school leadership on the performance of disadvantaged children across the school.

### **Reporting**

The Headteacher will report to the Governing Body, via the Headteacher's report and the Curriculum and Standards sub-committee report to Governors on the progress that Pupil Premium pupils make and the comparison between them and their non-disadvantaged peers.

The Governing Body 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 parent/carer information meeting 3 times a year.

**Accountability**

- National Performance tables 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 SLT and the Curriculum and Standards sub-committee.

Signed \_\_\_\_\_ Chair of Governors

Signed \_\_\_\_\_ Headteacher

Date \_\_\_\_\_