



## **PUPIL PREMIUM POLICY**

Review Date: September 2019

**Pupil Premium Lead:** Mrs S Goodsell

**Pupil Premium Governor:** Mr A Main

### **Aims:**

At Monkshouse School we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential.

### **Background:**

The pupil premium is additional funding provided by the Government for pupils currently entitled to free school meals (FSM), those that have been entitled at any point in the last six years, looked after children and children in care. Those whose parents serve in the armed forces are also entitled to an additional amount of money.

At Monkshouse School we will use this additional funding to ensure continued progress and attainment for these children.

The pupil premium funding at Monkshouse School is spent in the academic year rather than the financial year and a strategy is produced on an annual basis, which is reviewed after each pupil progress meeting. The Governor with responsibility for pupil premium is Alistair Main.

### **Context:**

When making decisions about using pupil premium funding it is important to consider the context of the school and the challenges faced. Common barriers to learning for these 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 may prevent the children from flourishing. The challenges are varied and there is no, 'one size fits all'.

### **Principles:**

By following the key principles below the staff and Governors of Monkshouse School believe that we can maximise the impact of our pupil premium spending.

- All staff are aware of who the pupil premium pupils are
- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability
- No excuses are made for underperformance
- All staff are involved in the analysis of data so that they are fully aware of what is working and what is not.
- Staff adopt a solution focussed approach to overcoming barriers
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme
- All pupil premium pupils benefit from the funding not just those who are under-performing

- 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.

### **Range of provision:**

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 where necessary

### **Provision may include:**

- Pre-teach
- Scooping (targeted sessions)
- Talk Time
- Support for social and emotional needs (FRIENDS/Art Therapy/Solution focussed intervention)
- Residential trips and educational visits
- Verbal feedback time
- Early intervention
- Speech and Language support
- In – class TA support

At Monkshouse we also use the funding to support disadvantaged families with the provision of before and after school wrap-around care and uniform.

### **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.

### **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
- Progress on narrowing the gap is monitored by the SLT and the Curriculum and Standards sub-committee.

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

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

Date \_\_\_\_\_