



Pupil Premium Policy

Reviewed Spring 2017

Next review date Summer 2019

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Headteacher

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Date

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Chair of Finance Committee

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Date

Featherstone Wood Primary School

Aims:

At Featherstone Wood, we have high aspirations and ambitions for our children and we believe that all children should succeed. 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 will give guidance on how this funding will be spent to ensure maximum impact for learners.

Background:

The Pupil Premium is a new Government initiative that targets extra money at pupils from deprived background. Research has shown that pupils from such deprivation underachieve when compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential and to close the gap between key groups.

The Government has used pupils entitled to free school meals (FSM), children looked after 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 six-year rolling period. The amount of money allocated is expected to rise year on year for this current Parliament. At Featherstone Wood, we will use the FSM indicator, as well as other knowledge the school holds about its children, to 'close the gap' with regards to progress and attainment.

Children looked After

Children looked after become eligible for funding from the first day of the care episode.

Children looked after have educational needs that can change rapidly during their time in care and will need differentiated Pupil Premium Plus funding accordingly.

For children looked after between YR and Y 11 £1500 will be allocated to the schools or settings for all Hertfordshire children looked after both in and out of the Local Authority) at £500 per term.

Allocation of the funding will be linked to clear Personal Education Plan targets for progress

The Virtual School Head is responsible for the allocation of the Pupil Premium to schools and settings but will hold the schools and settings that receive the funding accountable for evidence of the effective and efficient use for the purpose it has been provided.

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 include less support at home, low self-esteem, weak language and communication skills, more frequent behavioural 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'.

The school remains accountable for the educational attainment and progress of all disadvantaged pupils. The school should ensure that the funding is used to narrow the gap between the outcomes for children looked after and all other children within the school as well as all children nationally.

For children looked after, additional funding can be applied for in response to the changing needs of the child as discussed during the Personal Education Planning meeting and for an agreed intervention.

None of the grant will be used to pay for Virtual School management or grant administration.

The Local Authority is not permitted to carry forward funding held centrally into the financial year 2016-2017. Grant held centrally that has not been spent by 31 March 2017 will be recovered.

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 under-performance
- Staff adopt a solution focussed approach to overcoming barriers
- Staff support children to develop positive attitudes towards learning, with children accepting challenge and wanting to succeed

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Data Analysis

We will ensure that:

- All staff members are involved in the analysis of data so that they are fully aware of trends across the school
- We use research to support us in determining the strategies that will be most effective (Sutton Trust Toolkit for example)

Identification of Pupils

We will ensure that:

- ALL teaching staff, and support staff as far as possible, are involved in the analysis of data and the identification of pupils
- ALL staff are aware of who their pupil premium children and vulnerable children are
- ALL Pupil Premium children benefit from the funding, not just those who are under performing
- 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 ensure that all children across the school receive good teaching as a minimum, by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of strategies across the school e.g. marking and feedback
- Share good practice within school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing Learning Time

We will maximise the time children have to learn through:

- Improving attendance and punctuality
- Providing earlier identification of need and therefore intervention
- Extend opportunities for out-of-school learning
- Ensuring a consistent timetable across the school to make full use of the school day

Individualising 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 teaching communicate effectively
- To provide high quality intervention across all phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Provide support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupil's books, observations, learning walks, case studies, staff, pupil and parent voice
- Assessment data is collected at least termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and Teaching Assistants attend pupil progress meetings regularly
- Feedback about a child's performance is reported regularly to the children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium – they will provide a supportive yet critical friend to the school to ensure Pupil Premium funds are spent wisely.

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- The named Pupil Premium governor will meet regularly with the Pupil Premium Lead in school – most likely on a termly basis.

Reporting

When reporting on Pupil Premium funding we will include:

- Information about the context of the School
- Objectives for the year
 - Reasons for decision making
 - Analysis of data
 - Use of research
- Nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and communities
- An overview of spending
 - Total Pupil Premium Grant (PPG) received
 - Total PPG spend
 - Total PPG remaining
- Summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Case studies
 - Implications for Pupil Premium spending the following year

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 how the Pupil Premium funding has been spent to address the issue of 'closing the gap' for such eligible pupils. This task will be carried out in line with the requirements published by the Department for Education.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head and Senior Leadership Team, Paula Franklin, Amy Handysides and Rebecca Smith, are responsible for implementing this policy.

They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.

Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils.
- an outline of the provision that has been made since the last annual report,
- 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.

Amy Handysides and Rebecca Smith have the day to day responsibility for co-ordinating the implementation of this policy and monitoring the outcomes.

They have expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps.

They know how to customise this research to fit the needs of our pupils and school context.

Paula Franklin will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our

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responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self- evaluation review, the school web site, and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN, children looked after and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team.