













PUPIL PREMIUM POLICY

Trust Culture and Values

-  Every individual is valued, safe and wants to learn.
-  Our children are successful, ambitious and hardworking – there is no limit to what we can achieve.
-  There are high expectations of, and for, everyone – we will always be ‘the best that we can be’.
-  Teaching is of the highest quality so that children make great progress.
-  Relationships are based on trust, respect and honesty.
-  The curriculum is rich and exciting and inspires children to learn.
-  We offer children high quality artistic, musical and sporting opportunities.
-  Parents are our partners and their contribution is welcomed and valued.
-  Our children are confident, resilient and independent and so are able to contribute to life in their local community and beyond, becoming global citizens.
-  Children behave well, show good manners and have respect for others regardless of their gender, ethnicity, religious or cultural background.

The Trust is committed to the pursuit of excellence

In our schools, we have high aspirations and ambitions for our children and we believe that every child can succeed. We strongly believe that educational success should not depend upon where you come from but your passion and thirst for knowledge and your dedication and commitment to learning.

Principles of our Pupil Premium use

- An excellent education and the highest expectations for all, regardless of background or barriers to learning.
- The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning
- The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning everyday. Excellent classroom teaching can be achieved by all teachers with high quality professional development, sharing of outstanding practice and open and honest conversations about learning.
- High quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged children being seen as ‘someone else’s responsibility’.
- The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of Key Stage outcomes are a by-product of this approach.
- All children need opportunities to enrich their lives through experience and we must make sure that where children are unable to access these through home, the opportunities are provided for them by school.

Background

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and other pupils nationally.

Context

When making decisions about using the funding, we follow the steps recommended by Sir John Dunford (see Appendix A).

Research and evidence about tackling educational disadvantage indicates that we must first identify barriers to learning. All of the schools in our Trust conduct a deep analysis of barriers to learning for disadvantaged pupils and identify the barriers. The most common barriers that we find are:

- A language deficit - both a gap in vocabulary and a lack of ability to manipulate language for effect
- A lack of metacognitive strategies – we have analysed the qualities we see in our successful and less successful learners.
- Lower levels of emotional wellbeing - which can impact on behaviour for learning
- Limited cultural capital and enrichment - lack of experiences limits language and understanding
- A lack of home support – pupils have fewer opportunities to practise important skills outside of their core learning time, some have behaviour, attendance and punctuality issues

Many of our vulnerable children will be experiencing more than one of these barriers to learning. 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

By following key principles, we can maximise the impact of our 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 a growth mind-set towards learning.
- rigorous teacher recruitment and retention processes ensure that high quality, well-educated staff join and stay with the school.

Identifying Need

We will ensure that:

- all staff are aware of who disadvantaged children are;
- all staff are involved in the analysis of data and identification of pupils’ strengths and weaknesses.
- teachers work together collaboratively to support the vulnerable learners in each

other's classes

Improving Day to Day Teaching

Children across the school will receive quality first teaching because class teachers:

- set high expectations and targets for these pupils;
- use additional staffing provided by the funding to support and extend these pupils in class lessons;
- assess and track these pupils' progress more frequently than other pupils i.e. every half term;
- adjust plans, lessons and class groupings to fill the learning gaps identified by their assessment.
- participate in frequent, evidence based CPD focused on the needs of disadvantaged pupils.
- provide disadvantaged Pupils with very high quality Early Years provision.
- develop a language-rich curriculum where there is access to high quality, challenging language in all aspects of school life.
- enable structured collaborative learning in classrooms.
- provide opportunities for children to use metacognitive strategies in their learning.

Increasing learning time

We will maximise the learning time for these children through:

- improving attendance and punctuality;
- providing intervention as early as possible and for as long as needed
- extended learning out of school hours e.g. providing early mornings and after school learning opportunities, holiday learning clubs.
- cultural enrichment opportunities: school trips and residential visits, sports coaches, arts enrichment, music.

Individual support

We will ensure that all disadvantaged children receive additional support that is tailored to their individual needs. This will be achieved by:

- ensuring children who could be doing "even better if" receive additional interventions such as extra reading, Switched On Reading, one to one maths support;
- enabling pupils to participate in a wide variety of activities;
- providing additional support to children whose behaviour is a barrier to their learning;
- working with other agencies to bring in appropriate additional support such as counselling.

Going the Extra Mile

In our determination to ensure that all children succeed we recognise the need for and are committed to providing support to the families of children entitled to PPG funding. This valuable work is undertaken by our Parent Support Advisors/Family Workers who:

- help parents to develop their own skills e.g. signposting them to courses to improve their own literacy, maths or computer skills, Back to Work courses, Managing Money courses;
- help parents to support their children's learning e.g. how to listen to their child read at home, how to help with homework;
- help families to manage in times of crisis.

Monitoring and Evaluation

To ensure that our provision is effective we will:

- collect a range of information;
- ensure that the assessments used have been moderated and are therefore accurate;
- use additional evidence from other sources such as pupils' work, lesson observations, learning walks and pupil voice interviews to support evaluations of impact where necessary;
- hold termly Pupil Progress Meetings at which the teaching staff and support staff will account for each individual child receiving support from the Pupil Premium. We will also hold half-termly 'catch up' meetings;
- change or adapt interventions if they are not working;
- use research (Such as the Sutton Trust Toolkit) to support us in determining strategies that will be most effective;
- examine Case Studies to evaluate the impact of pastoral interventions, such as those taken to improve attendance and behaviour;
- designate a member of the SLT to maintain an overview of PP spending and its impact;
- designate a governor to be responsible for monitoring the effectiveness of our PP spending;
- have systems in place to ensure that children are heard within their classroom as well as throughout the school;
- actively engage with parents in a range of ways.

Reporting

Regular feedback about performance will be given to children and parents. Every term, each designated member of the SLT will report to his or her appropriate Local Governing Body about PP funding. These reports will be shared with the Executive Headteacher and the Board of directors. In these reports, we will include:

- Information about the context of the school;
- The objectives for the year based on an analysis of the latest data;
- The nature of support being provided to enable the achievement of the objectives;
- A summary of the impact of the support provided by the PP;
- Performance of disadvantaged pupils (compared to non-pupil premium children nationally);
- An overview of spending:
 - Total received;
 - Total spent;
 - Total remaining;
 - Implications for spending the following year.

The Local Governing Body will consider the information provided and will ensure that there is an annual statement published on the school website outlining how the funding has been used to address the issue of raising attainment for disadvantaged pupils. This task will be carried out in line with the requirements published by the Department for Education and will use the format given in Appendix B.

Signed
Chair, Board of Directors Learning and Achievement Committee

Dated

Appendix A

Pupil premium ten-point plan

1. Set an **ambition** for what we want the school to achieve with PP funding.
2. Start by analysing the **barriers** to learning for PP pupils and the resulting **gaps** in learning. Barriers to learning might include:
 - poor parenting,
 - limited access to language,
 - poor literacy levels,
 - poor attendance,
 - low aspirations,
 - low expectations,
 - narrow experience of life outside school.
3. Decide on the **desired outcomes** of our PP spending.
 - raising attainment of PP-eligible pupils;
 - closing the gap between PP pupils and others in the school;
 - closing the gap between the school's PP pupils and all pupils nationally;
 - improving attendance;
 - reducing exclusions;
 - accelerated progress by all PP pupils;
 - increasing the engagement of parents with their children's education and with the school;
 - increasing opportunities for PP-eligible pupils and broadening their experience.
4. **Evaluate** our **current** PP strategies.
 - Assess how successful each of the strategies is
 - Consider how much of our PP spending is on our oldest pupils and how much on younger pupils. What are the percentages?
 - Consider how much we are spending on the needs of **individual pupils** and how much on **whole-school strategies**. What are the percentages?
 - A lot of PP funding is spent on **additional classroom assistants**, so use the research report on the deployment and impact of support staff (http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/osi_teaching_assistants_report_web.pdf?region=uk) to help evaluate the **effectiveness** of learning assistants and ensure that they are working in the most effective way.

5. Research the evidence of **what works best**.
 - Seek out **excellent practice in other schools**, using http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm and <http://www.pupilpremiumawards.co.uk> and consider how we might adapt their successful PP strategies to the context of our school.
 - Use the excellent **Education Endowment Foundation Toolkit** <http://educationendowmentfoundation.org.uk/toolkit/>, looking first at the strategies that make the most difference (feedback, metacognition, peer tutoring, etc) and think about how these could best be used in our school.
 - Consider too how we can **adapt the curriculum** to benefit disadvantaged pupils. 'What curriculum does most for disadvantaged pupils?' See the Whole Education website (www.wholeeducation.org)
 - Don't forget the needs of **bright PP**-eligible pupils. We can spend funding on them to push them further and also to broaden their expectations and opportunities. University visits and music tuition are fruitful examples.
 - Another group that especially needs additional help and support is the group of **looked-after children**, who have historically generally obtained very poor qualifications.

6. Decide on the **optimum range** of strategies to be adopted. What will we **keep**? What will we **add**?
 - Make sure that the PP strategies are **embedded** in our overall school improvement plan.
 - And, don't forget, **excellent teaching** can be the best strategy of all for raising the attainment of PP-eligible pupils and closing the gap.

7. Against each desired outcome above, identify **key actions** (from our evaluations and research) and **success criteria**.
 - As measurable as possible

8. Staff **training**.
Train everyone. Decide on the best people to undertake the strategies.

9. **Monitor** the progress of PP-eligible pupils **frequently**.
Collect, analyse and use our data to maximum effect in monitoring the progress of **every PP-eligible pupil**. Involve **governors**. **Change** what we are doing sooner rather than later if it is not working.

10. Put an **audit** trail on the school **website** for PP spending.