



Pupil Premium Policy



CURRENT

APPROVED – JANUARY 2016
REVIEW - JULY 2018
PERSON RESPONSIBLE – HEAD TEACHER

Context

At Hillside Primary School we have the highest aspirations for all pupils from our diverse community. We do not believe socio-economic circumstances should be a barrier to attainment at the highest standards. It is our passion and commitment that every child leaves Hillside having fulfilled their potential. Pupil premium funding will be used to remove barriers to learning; widen pupil experiences and aspirations; ensure quality teaching and learning and provide specific 1:1 or small group interventions to ensure pupils from disadvantaged backgrounds fulfil their academic 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. As a school with high levels of deprivation (91% of the pupils in the school are classified as living within the worst 0-30% bandings of deprivation, with 73% in the worst 10-20%); we intend pupil premium spending on school wide initiatives will benefit all pupils.

Key Principles

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced in order to remove barriers to learning for disadvantaged pupils. The challenges are varied and there is no “one size fits all”. Funding will focus on narrowing the underachievement gap between pupils at all levels and not just focus on lower attaining pupils.

We will use information from the Education Endowment Foundation research along with the latest DFE advice on the impact of pupil premium funding to inform decisions on spending. The impact of the spend will be analysed by Senior Leaders

By following the key principles below, we believe we can maximise the impact of our pupil premium spending to narrow the attainment gap for disadvantaged pupils.

- **Removing barriers to learning**

We will provide a culture where:

- staff believe in ALL children and expectations for attainment and progress are high
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop metacognition and ‘learning’ mind-sets
- a wide range of pupil achievement is celebrated with pupils and parents
- extensive support is provided for parents to develop their own skills (eg ESOL, Literacy, ICT, Back to Work, Managing Money) to support their children’s learning within the curriculum and support to manage in times of crisis
- action is taken to ensure high attendance and punctuality
- good behaviour is supported and poor behaviour does not impact on learning and attainment
- all pupils are safe and appropriate safeguarding supports their emotional well being
- pupils have access to a healthy breakfast and a calm start to the school day
- pupils are supported to complete homework and extra-curricular learning where this is not possible at home

- **Widening Horizons and Aspirations**

We will provide a range of enrichment experiences such as:

- a motivating curriculum (as well as extra-curricular activities) which gives pupil wide ranging experiences including visits to inspirational places and events
- outdoor learning and character building, collaborative tasks
- enterprise initiatives and aspirational events
- opportunities to learn to play a musical instrument throughout KS2
- self-awareness and an understanding of learning styles
- rights and responsibilities
- access to after school clubs

- **Quality Wave 1 teaching and learning**

We will ensure all children across the school will receive good or outstanding teaching from well trained and supported staff by:

- providing curriculum content and teaching styles which engage learners and encourage co-operation between pupils
- ensuring teachers set high expectations and give appropriate feedback and guidance to ensure pupils are able to achieve the next steps in learning
- developing assessment and tracking which highlight pupil's progress and those at risk of underperformance
- moderating both within and beyond school will ensure accuracy in judgements
- ensuring all staff will have access to high quality CPD to enhance skills to support learners
- developing a collaborative learning culture which supports peer to peer learning
- being open to new initiatives and ways of working which are analysed for impact
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- **Specific 1:1 support or small group intervention**

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child, identifying their barriers to learning and tailoring interventions to the needs of the child
- focusing on mastery of core skills in reading, writing and maths
- ensuring additional support staff and class teachers communicate regularly
- using CPD to train staff to provide high quality interventions across their phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

To ensure pupil premium is used effectively a wide range of data will be used (achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice) to analyse the impact of the spend. Termly assessment data is monitored and interventions may change on a regular basis. The Head Teacher and SLT maintain a regular overview on pupil premium spending and a member of the Governing Body also has a specific responsibility for pupil premium.

Reporting

Information about pupil premium funding will be provided in the Head Teacher's report to Governors and via agenda items at finance and standards and effectiveness sub committees. While full information on spending is available to the Governing Body no individual pupil's progress or staff salary will be identifiable in the reports provided for public view. Parents of pupil's receiving pupil premium funding will receive information on progress via termly parent's evenings and an annual report.

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 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.