

Newchurch Community Primary School

Pupil Premium Policy 2019-2020

In the financial year, Newchurch Community Primary School will receive £33,260 (estimated) Pupil Premium funding overall.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs and their barriers to learning. However, we as a school are accountable for the use of this additional funding.

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') and Service Children including those who were eligible for the Service child premium at any point in the last three years (known as 'Ever 3 Service Child'). Students in care, who have been looked after by local authorities for more than six months also continue to qualify for the Pupil Premium.

Aims

At Newchurch, we intend to develop every child's academic, physical, social and emotional wellbeing.

We aim to:

- Ensure all children are able to reach their full potential in an engaging, stimulating and challenging environment
- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- Ensure that no child is excluded from any activities and opportunities available in school because of deprivation
- Analyse reasons for areas of underachievement or attainment gaps and target support in these areas
- Frequently monitor and evaluate the impact of interventions and techniques and make adjustments to optimise the results achieved
- Demonstrate the impact of each aspect of spending on the outcomes for the children
- Ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium by the school and governing body
- Recognise the fact that Pupil Premium pupils are not a homogenous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account
- Use high quality teaching and learning as the preferred way to diminish gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way
- Have a clear and robust appraisal system for all our staff, and include discussions about pupils eligible for the Pupil Premium in pupil progress meetings
- Ensure that class and subject teachers know which pupils are eligible for pupil premium funding (except for those children in care whose parents/carers have chosen to remain anonymous), so that they can take responsibility for accelerating their progress
- Make sure that all staff are highly trained and understand their role in helping children to achieve their potential
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the Key Stage
- Ensure that all day-to-day teaching meets the needs of each child
- Encourage parents to take up free school meals and pupil premium funding if they are eligible in a supportive and sensitive manner, removing potential barriers and eliminating stigma

- Ensure the funding is used effectively with due regard for achieving value-for-money

Development of the Policy

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Further information is available in our school's Equal Opportunities Policy. The overlap with our Equal Opportunities Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on diminishing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and diminishing the attainment gaps for our pupils. We have a designated Pupil Premium Champion (Mrs Jayne Narraway – Headteacher) and Pupil Premium Link Governor (Mrs Jean Williams) who monitors provision for all pupils eligible for pupil premium funding.

The Head and the Leadership Team

The Senior Leadership Team will ensure that all staff are aware of their responsibilities in diminishing 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 appraisal arrangements, they will make sure diminishing the gaps is a priority area of focus for the school.

It will be the responsibility of the subject leaders and senior leadership team to include the following information in the termly monitoring and evaluation report for Governors:

- The progress made towards diminishing the gap (Pupil Premium Headlines)
- An outline of the provision that has been made since the last annual report (Pupil Premium strategy)
- 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 (Pupil Premium Review)

Teaching and Support Staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.

Governing Body

- Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.
- The Finance Committee is responsible for ensuring the implementation of this policy.

- Our governing body will at least termly, keep our work in diminishing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding is spent.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- Keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.
- Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and diminish the gaps.
- Evaluate the impact of Pupil Premium spend within their area of responsibility

Provision

The Headteacher and Governors will decide the specific support needed each year following consultation with teachers and support workers. Dependent on the analysis of need, provision may include activities such as:

- Subsidising curriculum enrichment activities such as school visits for pupil premium children
- Provision of a £50 voucher towards uniform and school trips
- Subsidising activities to boost confidence, physical and social welfare such as after music lessons, school clubs and residential visits
- Target gaps in learning identified in children's Personal Education Plan through:
 - 1:1 sessions to target areas of particular need
 - Small group work focussed on overcoming gaps in learning
- Support for children either in class or by being withdrawn
- Allowing children with similar needs to join sessions with pupil premium children to ensure maximum numbers of children benefit from the resources and interventions employed and to minimise any stigma
- Continued professional development for staff delivering the support and for class teachers to ensure that support delivered is targeted to benefit their learning in class
- Purchase of equipment to support children in their development
- Therapeutic interventions such as play therapy and drawing and talking to support children's social, emotion and mental health
- Family support through workshops to support home learning, parenting etc.

Reporting

It is the responsibility of the Headteacher to produce regular reports for Governors on the:

- Planned provision for pupil premium spending
- Outcomes of the progress made towards the targeted needs
- Data headlines (attainment and progress) of pupil premium children compared to their peers.
- Evaluation of the value for money of the provision