

Park End Primary School



Approved By: *D. Jackson*

Date: 18.11.19

Pupil Premium Policy

Review Date	Type of Review	Comments	Initials
July 2017	Update		LR
June 2018	Review		LR
July 2019	Review	Addition of Safeguarding and Pastoral Officer.	LR
Sept 2019	Review	Review of all policies	LR/JR

Ethos Statement – All Pupils

1. Park End Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Aims:

2. At Park End Primary, we have high aspirations and ambitions for our children and we believe that no child should be left behind. 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 outlines how we will ensure it is spent to maximum effect.

Background

3. The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.
4. The Government has used pupils entitled to free school meals (FSM), looked after children 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 rolling six year period. At Park End Primary we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

Context

5. Our decisions about using pupil premium funding are based on the context of our school and the subsequent challenges faced by our children. Common barriers for FSM 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 prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Key Principles

6. By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

7. We will provide a culture where:

- Staff believe that there are no limits to what our children can achieve
- There are no excuses made for underperformance
- Staff adopt a solution-focused approach to overcoming barriers
- Staff support children to develop growth mind sets towards learning

Analysing Data

8. We ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- we use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

9. We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of which pupils receive pupil premium funding and who our vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- 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

10. We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our phase leaders to:

- Set high expectations
- Address any within-school variance

- Ensure consistent implementation of the non-negotiables, e.g. marking and presentation
- Share good practice within the school e.g. through the use of team teaching, and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation both within school and with outside agencies

Increasing learning time

11. We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours e.g. holiday clubs, after school homework clubs.
- Ensuring all staff teach every morning, and PPA is taken in the afternoons

Individualising support

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

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Measuring the impact of interventions and altering them if they are not accelerating learning and allowing children to diminish the difference.
- Working with other agencies to bring in additional expertise e.g. speech and language therapists
- Tailoring interventions to the needs of the child (e.g. pre teaching of concepts)
- Recognising and building on children's strengths to further boost confidence (e.g. teaching chess to all children and providing chess clubs and competitions for those with a talent for it)

Monitoring and Evaluation

13. We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

14. When reporting about 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
e.g. Learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community.
- An overview of spending including
 - a. Total PPG (pupil premium grant) received
 - b. Total PPG spent and
 - c. Total PPG remaining
- A summary of the impact of PP
- Performance of pupil premium pupils compared to non-pupil premium children.

- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies including pastoral support and individualised interventions.
- Implications for pupil premium spending the following year
- The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.

Supporting Parents

15. We will provide support for parents by signposting them to services that will support with managing money, managing behaviour or crisis at home. School will develop a multi-agency approach to ensure that parents receive the support they require. School will ensure that parents know who the safeguarding leads are in school.

16. The school has appointed a safeguarding and pastoral officer to further support parents.