

# PUPIL PREMIUM POLICY

*Last reviewed: November 2014*

*Date for next review: November 2017*



## Ashton Hayes Primary School

*Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB*



# **ASHTON HAYES PRIMARY SCHOOL PUPIL PREMIUM POLICY**

## **Introduction**

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Reception to Year 11. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. For looked after children, the Pupil Premium was calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by the partnership to address any underlying inequalities amongst eligible children.

At Ashton Hayes Primary School we will be using the indicator of those eligible for Free School Meals as our target children to 'close the gap' regarding attainment. The Government are not dictating how schools should spend this money, but are clear that schools need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap.

In order to meet the above requirements, the Governing Body of Ashton Hayes Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities each academic year will focus on 'closing the gap' for those pupils not on track to achieve age-related expectations.

## **Aim**

To ensure that the Pupil Premium is used to reach the pupils who need it most and make a significant impact on their education and lives.

## **Objectives**

1. To provide additional educational support to improve the progress and raise the standard of achievement for these pupils.
2. To narrow the gap between the achievement of these pupils and their peers.
3. To address any underlying inequalities between children eligible for Pupil Premium and others, as far as the school's powers allow.
4. To enable the schools and families to work together to improve these pupils' progress.

## **Implementation**

1. Pupil Premium will be clearly identifiable within the school's budget.

2. The Headteacher, in consultation with the governors, staff and parents/ carers, will decide how the Pupil Premium is spent for the benefit of the pupils concerned.
3. The Headteacher will report termly to the governing body and annually to parents/carers on how Pupil Premium funding has been used and how effective the intervention has been in achieving the objectives in this policy.
4. In addition, the Headteacher will publish information online, on the Learning Platform, about how the school has used the Premium and on the progress and attainment of the groups of pupils covered by the Premium.
5. The school will seek to develop further strategies and interventions, which can improve the progress and attainment of these pupils as part of the Strategic School Development Plan (SSDP).
6. Pupil Premium will be spent on activities within the following areas:
  - Improving attendance;
  - Providing intervention programmes and additional resources to improve attainment;
  - Improving children's capacity to engage in learning and the school community through a range of activities including nutrition, life skills, play, out of hours activities, trips and residential;
  - Improving inclusion, including therapeutic interventions and one-to-one support;
  - Working with families to support engagement in learning;
  - Support to individual children to enable them to participate in school life or develop specific interests and talents.

## **Analysing Data**

We will 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 (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective Identification of Pupils.

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 who pupil premium and 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**

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

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

## **Individualising support**

*“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*

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 teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide

We work with other agencies to bring in additional expertise:

- ✓ Beanstalk – volunteer readers

We tailor interventions to the needs of the child (e.g. targeted Inference sessions in the afternoons for children who struggle in the main lesson).

We recognise and build on children’s strengths to further boost confidence (e.g. providing music lessons).

## **Monitoring and Evaluation**

1. The schools will monitor and evaluate the impact of the strategies put into place through the funding to ensure that we can demonstrate the value that has been added to the learning of the entitled children
2. Impact will be evaluated by using pupil tracking information, information on behaviour and attendance, pupil and parent/carers feedback, and case studies.

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 half termly so that the impact of interventions can be monitored regularly – this is completed in Pupil progress Meetings
- 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
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The Headteacher maintains an overview of pupil premium spending
- A Governor is given responsibility for pupil premium

## **Reporting**

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

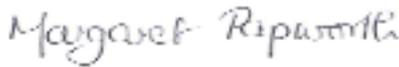
- ✓ Learning in the curriculum
- ✓ Social, emotional and behavioural issues
- ✓ Enrichment beyond the curriculum
- ✓ Families and community
- An overview of spending
  - ✓ Total PPG (pupil premium grant) received
  - ✓ Total PPG spent
  - ✓ Total PPG remaining
- A summary of the impact of PPG
  - ✓ Performance of disadvantaged pupils (compared to non-pupil premium children)
  - ✓ Other evidence of impact e.g. Ofsted, Accreditations
  - ✓ Case studies (pastoral support, individualised interventions)
  - ✓ 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 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.

**Last reviewed:** November 2014

**Date of next review:** November 2017

**Signed:**  Pupil Premium Coordinator and Headteacher

**Signed:**  Chair of Governors