

Colburn Community Primary School

Pupil Premium Policy

Rationale

Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children, service family children and those from low income families (children who have been registered for free schools meals (FSM) and from 2012-13 at any point in the last six years, known as the Ever 6 FSM measure, or are looked after continuously by the local authority for more than six months). It now incorporates adopted children too. The extra funding is made available to schools to help them narrow the attainment gap that still exists between children from disadvantaged and more affluent backgrounds. School Meals is the only pupil level measure of deprivation available. The link between FSM eligibility and underachievement is very strong. Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five and schools are independently important for improving children's attainment and narrowing gaps. Evidence shows that the most effective schools achieve this through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers.

It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need to provide that support. The Pupil Premium is in addition to the school budget.

The school's vision is to be an open and friendly school that provides an environment, which enables children to feel safe, happy and develop an enjoyment of learning. The targeted and strategic use of Pupil Premium funding will support us in achieving this vision.

Principles that underpin our philosophy

- We ensure that teaching and learning opportunities meet the needs of all our children.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups known to be vulnerable to underachievement. This includes provision for:
 - Socially disadvantaged children
 - High Mobility children, notably from Armed Forces families
- We recognise that not all children who receive free school meals will be socially disadvantaged.

- We recognise that not all children who are socially disadvantaged are registered or qualify for Pupil Premium Funding. We will therefore allocate the Pupil Premium funding to support any child or groups of children that the school has identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

Spending the Pupil Premium successfully to maximise achievement

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Carefully ring-fence the funding so that it is always spent on the target group of children;
- Never confuse eligibility for the Pupil Premium with low ability;
- Support more able pupil premium children to reach their potential and accelerate progress;
- Focus on supporting disadvantaged children to achieve the highest levels;
- Thoroughly analyse which children are underachieving, particularly in English and mathematics, and why;
- Use research evidence (evidence from our and other school's experience as well as OFSTED annual reports, information from DFE and Sutton Trust-EEF teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement;
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- Allocate the best teachers/teaching assistants to teach intervention groups to improve mathematics and English;
- Use achievement data frequently (through termly pupil progress meetings and termly lesson observations) to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively and use tracking data intelligently to analyse the underachievement of individual children (school improvement partner termly visits focus on this);
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;
- Systematically focused on giving children clear, useful feedback about their work, and ways that they can improve;
- A designated senior leader has a clear overview of how the funding has being allocated and the difference it is making to the outcomes for children; making sure that monitoring and evaluation is a collective responsibility. The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. Pupil progress meetings take place regularly with SLT and have Pupil Premium as an agenda item;

- A clear policy on principles and how the impact of the spending would be evaluated, agreed by governors and publicised on the school website; Well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning;
- Clear and robust performance management system for all staff, and included discussions about children eligible for the Pupil Premium in performance management meetings;
Governors thoroughly involved in the decision making and evaluation process- named governor nominated to have an oversight of the Pupil Premium. A regular standing item at governor meetings;
- Able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for children;
- Concentrate on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum - have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later;
- An extended day for targeted children in the form of a breakfast and support sessions run by appropriate staff;
- Allocate funding for improving attendance - coupled with practical work with families to help them to get their children to school every day on time, sharing information about the importance of attendance and ensure motivating rewards are evident;
- Consider a range of barriers to children's learning, including attendance, behaviour, family circumstances and resources and have a nominated senior leader with responsibility for this;
- The School Business manager is closely involved in tracking the allocation and can, therefore, always account clearly for spending;
- A wide range of intervention strategies that are effective because they are driven by children's academic, emotional and social needs;
- Well trained workforce and integrated team work approach. Ensuring that teaching assistants help to raise standards through understanding their role in helping to improve achievement. They are well trained with quality up to date CPD and have the time allocated to enable them to work with teachers to plan and review children's learning. They are placed where data indicates that they are most needed to help children to catch up, rather than spreading them evenly among classes;
- All Key Stage 2 children have the opportunity to attend a residential in Key Stage 2. Financial support can be given to ensure all children have the same opportunities. Educational visits can also be financially supported to enable all children to have equal access;
- Raising aspirations and broadening experiences for all children including high attaining Pupil Premium children.

Reporting

It will be the responsibility of the Headteacher or delegated leader to produce reports to the Governing body on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged children (shared annually on the website and agenda item on termly Governor committee meetings- curriculum and staffing and finance as well as reported termly in the Headteachers report to Governors);
- An outline of the provision that was made since the last meeting;
- An evaluation of cost effectiveness, in terms of the progress made by the children receiving a particular provision, when compared with other forms of support;

The Governors will ensure that there is an annual statement to parents/carers, via the website, on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged children.

Accountability

How are we accountable for how they use the Pupil Premium?

A number of measures have been introduced to secure accountability, including:

- Performance tables that clearly show the attainment of FSM and LAC pupils compared to their peers;
- Increased attention to whether schools are using their Pupil Premium effectively as part of Ofsted inspections);
- From September 2013, schools that are identified by Ofsted as requiring improvement, and where disadvantaged pupils do particularly poorly, will be required to work with an outstanding leader of education with a track record of narrowing attainment gaps to draw up new Pupil Premium spending plans. Ofsted will look at these plans when monitoring progress and re-inspecting the school. Schools that do not demonstrate improvement risk being judged 'inadequate';
- Progress on 'narrowing the gap' is monitored by the SLT, and reported and discussed with the School EDA as well as the Governors;
- Schools are required to publish online specific information about the Pupil Premium so that parents/carers and others have access to meaningful and appropriate information (schools have been asked to report by academic year as this is more meaningful for parents. Whilst the grant allocation is made on the basis of financial years, schools plan teaching and other support and conduct assessments over the academic year. The allocation of funding by financial rather than academic year means that schools have to calculate the funding for each academic year. As schools will not know their full funding costs or provisional allocations for the latter half of the academic year, they can report on their known funding up to the end of the financial year and update the published information as the full figures become available).

Policy review

This policy will be reviewed annually to ensure that it continues to meet the needs of the school community and any statutory requirements.

This policy has been checked and approved by governors.

Last reviewed: September 2016

Next review due: September 2017