

Forest Hall Primary School

PUPIL PREMIUM (DISADVANTAGED FSM6) POLICY

PURPOSE

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

Pupil Premium funding is a government initiative which targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve academically in comparison to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM at census data collection dates, over a rolling six year period, (FSM6). At Forest Hall Primary School, we will class pupils eligible for FSM at half termly data capture dates as disadvantaged as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

AIMS

- To raise achievement and narrow the gap between those children eligible for free school meals and their peers;
- To identify the strengths and weaknesses of individual pupils and groups by the effective use of pupil performance data;
- To provide relevant support that is necessary in order to accelerate pupil progress;
- To work with other schools to share good practice in order to improve this policy.

BARRIERS TO LEARNING

When making decisions about using Pupil Premium funding it is important to consider current barriers to learning emerging from the socio-economic context in which some of our families find themselves. Common barriers to learning for disadvantaged children generally include weak communication and language skills, lack of confidence, behavioural difficulties, attendance and punctuality issues and lack of parental engagement in supporting learning. There may also be complex family situations which prevent children from flourishing. The challenges are varied and there is no "one size fits all".

At Forest Hall Primary School all teaching staff are involved in the analysis of data and identification of pupil need, so that they are fully aware of strengths and weaknesses in attainment and progress in their cohort and across the school.

- Pupil Premium Lead – Ms Carmel Parker, headteacher
- Pupil Premium Governor – Mrs Irene Watson

GUIDING PRINCIPLES

It is the role of the headteacher, phase leaders, English, maths leads, SENDCo and the governors to ensure that there are improvements to the outcomes for disadvantaged pupils in this school. We believe that we can maximise the impact of our Pupil Premium spending, by following the key principles below:

1. Everyone can improve their knowledge, understanding and skills

At Forest Hall Primary School we follow a growth mindset approach to learning and believe that 'every second counts' in developing teaching and learning.

- Every child can improve their progress and attainment
- Every second counts in developing learning
- A solution-focused approach is used to overcome barriers to learning
- No excuses are made for under performance

2. Monitoring progress and attainment

At Forest Hall Primary School the attainment of pupils covered by Pupil Premium funding is tracked regularly and used to check whether interventions or techniques are working, making adjustments accordingly. By using pupil tracking data effectively we can identify the strengths and weaknesses of individual pupils and groups and then provide the relevant support that is necessary in order to accelerate pupil progress.

The progress and attainment of disadvantaged pupils is a high priority in school.

Teachers track the attainment and progress of individuals and groups of pupils including disadvantaged half termly.

At termly progress meetings the headteacher and the class teacher will discuss outcomes and identify pupils/ groups needing additional support to take to Pupil Support.

Staff delivering interventions record attainment on entry and at regular intervals.

The Interventions Lead collates data recording the impact of interventions and brings this to the Pupil Support Team Meeting.

The Pupil Support Team meets termly to review the impact of interventions and decide upon additional provision / support for individual pupils or groups from within school resources. Disadvantaged pupils are always the first priority at these meetings.

The English lead tracks the progress of disadvantaged children in English.

The maths lead tracks the progress of disadvantaged children in maths.

The headteacher has overall responsibility for tracking progress.

School uses the TargetTracker assessment program to record attainment against year group objectives and measure progress in steps. This enables staff to track progress accurately and to compare attainment of disadvantaged pupils with non-disadvantaged pupils in school.

School uses external research evidence (Ofsted, other schools) to allocate the funding to activities that are most likely to have most impact on narrowing the attainment gap for disadvantaged pupils.

3. Provision of Quality First Teaching

All children at Forest Hall Primary School should receive good or better teaching on a daily basis. The Leadership Team set high expectations for achievement and monitor teaching and learning to

ensure that non-negotiables, such as high quality marking and feedback, are implemented thoroughly and consistently across the school.

The LT will ensure that:

- All teaching staff are involved in the analysis of data linked to pupil premium pupils
- All staff are aware of who Pupil Premium and vulnerable children are within the cohorts they work with
- All Pupil Premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted - not just for lower attaining pupils
- Pupils' individual needs are considered carefully, so that we provide support for those pupils who could be 'doing even better if.....'

As a school we will share good practice and draw on external expertise when necessary to support our practice and provision including providing opportunities for our teachers to improve assessment practice through moderation, provide high quality CPD, coaching and peer observations.

4. Provision of Additional Support

At Forest Hall Primary School we aim to ensure that the additional support provided is effective by:

- Carefully considering the individual needs of each child and identifying their barriers to learning
- Recording performance on entry and exit and sharing this with the Interventions Lead
- Ensuring staff delivering interventions and class teachers communicate regularly so that additional interventions have an impact in the classroom
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

Examples of additional interventions provided at Forest Hall Primary School are:

- Reading Intervention Programmes (Inference, BRP)
- Fresh Start literacy programme
- First Class @ Writing, Pirate Writers and Dragon Hunters
- Outside agency programmes (including SALT, Dyslexia, Occupational Therapy)
- School based interventions: handwriting, phonics, spelling, tables facts, number bonds

Every minute of the school day is used to deliver quality first teaching; before school 'Early birds' and Y6 Toast Club, lunchtime clubs, assembly time interventions and after school boosters.

ROLES AND RESPONSIBILITIES

The Role of the Governing Body

The Governing Body has:

- responsibility to ensure the Pupil Premium is used effectively in narrowing the gap between those children eligible for free school meals and their peers
- to delegate authority and responsibility to the headteacher to ensure all school staff and stakeholders are aware of and comply with this policy
- responsibility for ensuring that the school complies with all equalities legislation
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents
- responsibility for nominating a link governor to visit the school regularly, to liaise with the headteacher as Pupil Premium lead and report back to the Governing Body

- responsibility for the effective implementation, monitoring and evaluation of this policy

The Role of the Headteacher and Senior Leadership Team

The Headteacher and the SLT will:

- ensure all school staff, pupils and parents are aware of and comply with this policy
- monitor the effectiveness of this policy;
- provide strong leadership with high expectations of narrowing attainment gaps and demonstrate best practice to staff (SLT)
- provide guidance, support and training to all staff
- use data effectively to identify children who are underachieving
- put in place effective strategies and interventions
- evaluate the impact of these strategies and interventions
- work closely with the link governor and coordinator
- provide leadership and vision in respect of equality
 - annually report to the Governing Body on the success and development of this policy
- produce and publish an annual strategy report (compiled by the headteacher) under the following headings:
 - a description of the Pupil Premium
 - the total amount allocated for the current academic year
 - how the money will be spent
 - statement comparing the effect of the expenditure with the attainment of those pupils eligible for the Pupil Premium

The Role of the Pupil Premium Lead

The pupil premium lead will:

- lead the development of this policy throughout the school
- work closely with the nominated governor
- be responsible for managing and ensuring the collection and input of all data relevant to disadvantaged pupils across the school
- interpret national, local and school performance data for disadvantaged pupils effectively to monitor standards of achievement across the school
- use performance data to evaluate disadvantaged pupils' progress and, with appropriate colleagues, set targets for improvement
- monitor the provision for, and standards of attainment in, core subjects throughout the school, and take steps to address any weaknesses identified in core subject provision for disadvantaged children
- ensure all teachers update disadvantaged pupil data as required at the end of every half term or every term
- liaise with the Interventions lead and Pupil Support Team to provide effective support for disadvantaged children to narrow performance gaps
- report to the Governors as required and advise where appropriate
- provide training for staff when the need arises
- keep up to date with new approaches, developments and resources and feed back to staff
- annually report to the Governing Body on the success and development of this policy

The Role of the Nominated Governor

The Nominated Governor will:

- work closely with the headteacher as pupil premium lead
- ensure this policy and other linked policies are up to date
- report to the Governing Body every term

- annually report to the Governing Body on the success and development of this policy
- champion disadvantaged children in school

The Role of School Staff

School Staff will:

- comply with all aspects of this policy
- use pupil data effectively
- use support staff effectively
- put into place strategies and interventions as requested
- implement the school's equalities policy and schemes
- report and deal with all incidents of discrimination
- report any concerns they have on any aspect of the school community

The Role of Pupils

Pupils will:

- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme, as appropriate
- listen carefully to all instructions given by the teacher
- ask for further help if they do not understand
- treat others, their work and equipment with respect
- try their best to do what is asked of them by school staff
- support the school rules and behaviour policy and guidance necessary to ensure the smooth running of the school
- take part in questionnaires and surveys

The Role of Parents / Carers

Parents / Carers will:

- be encouraged to take an active role in the life of the school by attending events and activities including parent / teacher appointments, open afternoons, class assemblies, sharing assemblies, fundraising and social events
- be asked to take part in periodic surveys conducted by the school
- ensure regular and punctual attendance
- notify school on the first day of pupil absence
- have holidays in term time and authorised by school
- encourage effort and achievement
- encourage completion of homework and return it to school on time
- provide the right conditions for homework to take place
- support the school rules and behaviour policy and guidance necessary to ensure smooth running of the school
- ensure correct school uniform is worn

REPORTING

The headteacher will report to the Governing Body, via the headteacher's report to governors each term.

Pupil Premium will be a regular feature on the agenda for governing body meetings. Information provided will be based on:

- the progress made towards narrowing the gap, by end of key stage results, for pupils eligible for Pupil Premium

- an annual strategy document outlining provision, cost breakdown and outcomes

The Governing Body will consider the information provided and will ensure that there is an annual strategy published 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.

Parents and Carers of children eligible for the Pupil Premium funding will be kept informed of their children's progress through progress evening appointments, Early Help Assessment reviews, formal meetings and reports and informal conversations with staff.

MONITORING AND EVALUATION

This policy is monitored by the Governing Body and will be reviewed annually, or earlier if necessary.

CM Parker
August 2018
Reviewed and amended December 2019