

Orchard Community Primary School



Pupil Premium Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on.....

Signed..... Chair of Governors

Version	Date	Author	Reason for Change
0.1	9/2018	FS	New Policy
0.2	5/2021	FS	Reviewed and updated

Review Frequency	Next Review Date
Every 3 years	5/2024

Introduction:

At Orchard Primary School, 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. All children are entitled to an education which allows every child to achieve their potential regardless of their starting point in life or personal circumstances.

The government believes that the additional funding provided for Pupil Premium children is the best way to tackle those inequalities to enable children to have the best outcomes.

Background:

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium 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 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 (Ever 6 children).

At Orchard Primary we will be using the indicator of those currently eligible for FSM, Ever 6 children as well as identified vulnerable or disadvantaged groups as our target children to eradicate the academic and social barriers to learning leading to a closing of the attainment gap.

It is recognised that Pupil Premium funding is to be allocated to those specifically identified using the Governments criteria. However, opportunities will be sought for vulnerable/disadvantaged pupils to also benefit from interventions that are being delivered for pupil premium children where possible.

Pupil premium funding represents a small proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Which pupils are entitled to Pupil Premium?

Pupil Premium Grant (PPG) is provided to all schools to support pupils within the following categories:

- Pupils who are currently registered for Free School Meals.
- Pupils who have been registered for Free School Meals at any point during the last six years;
- Pupils in the care of a Local Authority;
- Pupils who have been adopted but have been looked after for one day or more, or were adopted from care on or after 30th December 2005 and left care under:
 - A Special Guardianship Order on or after 30th December 2005
 - A Residence Order on or after 14th October 1991
- Pupils whose parents are serving with the UK Armed Forces

What is Pupil Premium spent on?

The decision about how the individual schools use their Pupil Premium is left to each school with the expectation that they will close the gap in attainment and progress between those eligible and other children nationally.

“It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (DfE).

Therefore, schools are free to spend the PPG as they see fit. However, they will be held accountable for how they have used the additional funding to support these pupils. Measures are included in the performance tables which capture the achievement of those disadvantaged pupils covered by the grant.

In June 2019, the EEF Guide to the Pupil Premium was published by the Education Endowment Foundation which support schools in spending their Pupil Premium to maximise the benefit for their students.

The report recommends school take a tiered approach to Pupil Premium spending. Teaching should be the top priority, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils should also be a key component of an effective Pupil Premium strategy; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support. As a school we have used the information and research within this report to guide our spending of Pupil Premium money.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced by disadvantaged children, which are varied.

Being in receipt of pupil premium funding is no indicator of ability nor does this set any limit on achievement. There is no such thing as a typical disadvantaged child and many have very supportive backgrounds and high ambitions.

However, common barriers to learning might include:

- poor parenting
- less support at home with homework or lack of family engagement in education
- not having a space to learn or because there are too many distractions at home
- limited access to language/weak language and communication skills
- poor literacy levels
- poor attendance and punctuality issues
- low aspirations
- low expectations
- narrow experience of life outside school
- challenging home circumstances resulting in a lack of sleep, poor nutrition
- mental and physical health issues
- poor social and other skills
- a lack of self-confidence and self-esteem
- lack of resilience
- behaviour issues
- less likely to take part in optional enrichment opportunities due to cost implications

There may also be complex family situations that prevent children from flourishing.

The challenges are varied and there is no “one size fits all”.

How is funding used at Orchard Primary School?

At Orchard Primary, we use funding in a range of ways to support all pupils including those who qualify for Pupil Premium.

Each year we put together a comprehensive plan of how we will do our best to allow our pupils to meet their full potential. Class teachers and teaching assistants know which children are identified as pupil premium and in termly pupil progress reviews they are a specific focus group. At the end of the academic year we then analyse

the impact of any additional support, interventions and strategies used to ensure they provide best value and that progress has been made.

We have developed an action plan (a Pupil Premium Funding Strategy) in order to continue to improve provision and raise achievement for all children in receipt of pupil premium funding.

Key Principles behind our Pupil Premium Funding Strategy

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

Building Belief - We will provide a culture where:

- staff believe in *all* children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop a positive attitude towards learning

We are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful at Orchard and in their future lives, we are guided by the following principles.

We have a whole school ethos of aspiration and attainment for all pupils and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.

We have high expectations of everyone, from everyone and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.

We promote the power of positive, growth mindsets in our disadvantaged pupils to help inspire them to see and strive to meet their full potential.

Analysing Data - Our teachers and leaders collect, analyse and use data to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions. 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 utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.

Identification of Pupils - We have an unerring focus on the quality of teaching and learning in order to meet the needs of all our pupils. We ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.

We will also ensure that:

- All teaching staff and support staff are involved in the analysis of data
- The Headteacher is responsible for the identification of pupil premium/vulnerable children and will inform all other staff
- 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 aim to instil an enduring passion for learning in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum. We will continue to ensure that all children across the school receive quality 'first teaching' by using our senior and middle 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

Increasing learning time - We have systems in place which carefully monitor, manage and support good behaviour and attendance for all our pupils. If poor attendance is an issue, this is addressed as a priority. We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

Individualising support - "We aim to ensure that there is no stigma in being in an intervention group in this school. We all recognise that everybody 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 well trained staff to provide high quality interventions
- Matching the skills of staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents
 - to support their children's learning within the curriculum
 - to manage in times of crisis
- Tailoring interventions to the needs of the child not limited to in-school support
- Recognising and building on children's strengths to further boost confidence

We deploy staff effectively to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.

Every effort is made to engage and empower parents and carers in the education and progress of their child.

We also believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to promote a sense of belonging and connectedness in our school.

Monitoring and Evaluation - 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 frequently
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support 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 emotional issues, 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 - 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