

## Monksdown Pupil Premium Policy – Reviewed Spring 2017

### Background

The Pupil Premium Grant 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 Government have used pupils entitled to Free School Meals (FSM), Children Looked After (CLA) and pupils with parents in the armed forces as an indicator of under achievement. The Government have deployed a fixed amount of money to schools per eligible pupil.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap and we must identify the attainment and progress of pupils who receive the pupil premium compared with their peers both within school and Nationally.

### Purpose

To ensure consistency in our approach to supporting children who are eligible for the Pupil Premium Grant (PPG). To summarize the outcomes we expect so that these can be closely monitored and evaluated.

At Monksdown Primary School we believe that every child should be supported to achieve success academically, socially, physically and emotionally no matter what their background. We aim to ensure that every child leaves Monksdown excited about learning and determined to succeed. The targeted and strategic use of PPG supports us in achieving this.

At school, we do this by:

- Having a designated leader who has a clear overview of how the funding is allocated and the impact it has on the outcomes for pupils.
- Having high expectations for all pupils, assuring the best possible delivery of learning experiences in the classroom.
- We have a range of group and individual interventions designed to support those with identified needs.
- We try to offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

### Principles

We will ensure that teaching and learning opportunities meet the needs of all of the pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governing Body reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

School must never confuse eligibility for PPG with low ability, we must focus on supporting disadvantaged pupils to achieve the highest standard. It is essential that all teachers know which pupils are eligible for Pupil Premium so that they take responsibility for accelerating pupils progress. Our school EWO monitors the attendance of all pupils the information being cross-referenced against their attainment and progress data. If poor attendance/punctuality hinders pupil progress the EWO will work closely with the family and school to rectify the situation, using PPG is appropriate.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals and will be an item on the Finance Committee agenda.

## **Main Barriers to Learning**

Some children start school well below the national expectations as a result of limited experiences from birth, often stemming from vulnerable families. In order to address children's development gaps we direct a range of resources, interventions and strategies for both children and parents. Barriers and challenges faced by some of our disadvantaged pupils are many and varied. They often increase in complexity as the children get older e.g.

- Poverty
- Vulnerable parenting – dysfunctional home, mental health, domestic violence, poor basic skills, unemployment, drugs and alcohol
- Poor nutrition
- Poor language/communication skills
- Immature development socially, emotionally and physically
- Challenging behaviour
- Poor self esteem/lack of confidence (children and parents) resulting in low expectations and aspirations
- Limited life experiences and access to everyday opportunities e.g. visiting the park, library etc.
- Limited involvement in school and poor attendance
- Lack of access to technology/sports/clubs etc
- Low IQ, specific learning/health needs which have not been identified/accepted by families resulting in delayed intervention and support e.g. ASD

## **More able/disadvantaged pupils**

An acute awareness of individual strengths and weaknesses alongside moderated data has ensured targets are challenging and no child is left to coast.

## **The range of provision to address Barriers to Learning**

All our work regarding PP pupils will be at bridging the gap in attainment, achievement and experiences for those pupils who are eligible for PPG. We aim for every child to make progress that is good or better, working at ARE, if appropriate, so that they make expected or better progress across the Key Phases. Pupil premium resources should also be used to target able children on FSM to achieve. Whatever actions the school proposes clear and challenging success criteria is set.

When planning provision we incorporate National Research, LA data and our own knowledge and data and case studies. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings. Comparisons of how pupils in receipt of PPG compare nationally and to their peers will be monitored.

We have a range of provision in place to support children who belong to vulnerable groups. The range of provision the Governors may consider includes:

- Development of Pastoral interventions including those relating to attendance, building confidence, improving behaviour, working with parents etc.
- Providing 1:1 or small group work focussed on overcoming gaps in learning
- Additional teaching and learning opportunities provided through part time teachers, graduates, learning mentor, trained TAs or external agencies.
- Pastoral and emotional support through support programmes.
- Specialist CL & L support for children in EYFS.
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc
- The provision of specific or specialist equipment
- Paying for activities that broaden the curriculum

- Subsidising trips/in school enrichment opportunities
- Additional curriculum
- Staff CPD
- Management time for SLT
- School assessment and tracking
- Ensure that Teaching Assistants understand their role in helping pupils achieve.

### **Monitoring**

SLT will regularly monitor the impact of all school's actions including pastoral and the efficiency of the spending. A named governor from the Finance committee will receive updates of pupil progress and spending. The full G.B. is involved in making decisions about spending.

### **Outcomes**

- Children eligible for PPG will have greater chances available to them to enhance opportunities and attainment.
- Children's enhanced opportunities will raise motivation and self-esteem
- Attainment of socially disadvantaged children will be maximised
- Accelerated progress of those children identified
- Socially disadvantaged children will have greater opportunities to take a full part in the school's curriculum including educational visits

### **Reporting**

The Governors of the school will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

The SENCO, in conjunction with the Deputy Head Teacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight from the Governors' Performance & Standards Committee.

It will be the responsibility of the Head teacher to ensure and outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the FGB on a termly basis outlining:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. This statement will be published on the schools website.

### **Policy Success Criteria**

The evaluation of this policy is based on how quickly and effectively the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- An effective system for identifying, assessing and monitoring pupils.
- A whole-school approach.

- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

**Appeal**

Any appeals against this policy will be through the Governors' complaints procedure.