

Hawthorn Community Primary School



Pupil Premium Policy

Signature  (Chair of Governors)

Date: January 2019

Signature  (Headteacher and DSL)

Date: January 2019

Background

The Pupil Premium Grant (PPG) 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 the number of pupils entitled to Free School Meals in the last 6 years (FSM6) 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 in the last 6 years. Children in public care and children of forces personnel also receive a premium. At Hawthorn Community Primary School we use the indicator of those eligible for PPG 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 will 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, and school performance tables include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Principles

At Hawthorn Community Primary School we ensure that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable 'disadvantaged' groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium Funding. We will ensure all pupils who have additional needs receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate

Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Pupil Premium Funding will be allocated following annual needs analysis which will identify priority pupils and groups.

This document explains how we spend our Pupil Premium Grant.

For children entitled to free school meals, children in care and children of parents in the armed forces, the school receives the pupil premium grant. For 2017/18 this will be:

- £1320 for pupils in year groups reception to year 6 recorded as Ever 6 FSM
- £2300 for Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, and English local authority
- £2300 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order and
- £300 for pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence.

Terms on which the Pupil Premium Grant is allocated to schools

The grant may be spent in the following ways:

- For the purpose of the school i.e. for educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other mainstream schools or academies.
- On community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future years.

Provision

The range of provision the Governors and Senior Leaders may consider making for this group could include:

- Reducing class sizes where appropriate, thus improving opportunities for effective assessment for learning and accelerating progress.
- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- 1-1 support.
- Offering additional parent workshops and home learning opportunities to support parents to help their children's learning outside school.
- Delivering intervention programmes to target newly arrived children and/or those who do not speak English as their first or main language.
- Targeting more able children and those on the Gifted and Talented register to ensure they reach their full potential.
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies.
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice.
- Paying or part subsidising activities that broaden the knowledge of the curriculum or participation in school activities.
- Ensuring good attendance, punctuality and readiness for learning of disadvantaged pupils through the breakfast club provision.

All our work through the Pupil Premium will be aimed at accelerating progress and moving children to at least age related expectations. This equates to the following measures;

Progress measures in KS1

All children who are not on track (emerging) at the end of Reception should have closed the gap and be at age related expectations by the end of Year 2.

All children who are on track (expected) at the end of Reception should still be at least on track by the end of Year 2.

All children who are above age related expectations (exceeding) at the end of Reception should still be exceeding at the end of Year 2.

Progress measures in KS2

All children who are not on track (emerging) at the end of Year 2 should have closed the gap and be at age related expectations by the end of Year 4.

All children who are on track (expected) at the end of Year 2 should still be at least on track by the end of Year 4.

All children who are above age related expectations (exceeding) at the end of Year 2 should still be exceeding at the end of Year 4.

All children who are not on track (emerging) at the end of Year 4 should have closed the gap and be at age related expectations by the end of Year 6.

All children who are on track (expected) at the end of Year 4 should still be at least on track by the end of Year 6.

All children who are above age related expectations (exceeding) at the end of Year 4 should still be exceeding at the end of Year 6.

The school recognises that disadvantage does not mean and is not an excuse for low attainment or progress. Pupil Premium resources will be used to support all qualifying children including higher attaining children with previously high levels of achievement.

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

Our Priorities

Priority One - Securing Success For All Children

Children in the school are rigorously monitored against age related expectation of attainment in English and Maths. Intervention groups and one to one support using specific programmes are an essential part of the strategies we use to try to ensure no pupil is 'left behind.'

When children enter the school we ensure we know and understand the starting points for their academic progress. We gain valuable information from carrying out several important baseline assessments. For example, their reading ages.

The pupil premium will be spent on ensuring that all pupils in the school are making progress in the key skills needed to succeed at Hawthorn Community Primary School and ensure they are properly prepared for the next stage of their education.

The most important skills are:

- Reading,
- Writing (including spelling, grammar and punctuation),
- Use of Number.

Without these skills pupils will not reach their potential.

High quality Phonics teaching based on a systematic synthetic phonics scheme of work in Early Years/ Key Stage 1 is essential to enable children to make a sound start to their learning.

For children who enter Key Stage 2 with reading ages well below their chronological age we will deliver a personalised programme of "catch up" to help them improve on this vital skill. The catch up reading programme will be based on regular intensive small group sessions.

Alongside this we want to encourage children of all ages to read for pleasure. Ensuring that both children and their parents have access to high quality stimulating reading materials is a priority.

Within the curriculum we pay for additional staffing which can help us design learning which is personalised to the needs of the individual and to groups of learners. For example, we can implement programmes which build upon the high quality phonics work taught in Key Stage 1.

Throughout their time at Hawthorn Community Primary School, we will intervene to support pupils who fall behind in these core skills. This will be done through interventions such as:

- Small group interventions
- One to One Tuition
- Single level Maths and English Assessment resources and strategies
- Additional Phonics Learning Programme
- Speech and Language specialist input
- Teaching Assistants focus groups

Priority Two - Supporting Pupils Well-Being and Behaviour

For many of our children growing up is not the easiest of times. This can lead to emotional difficulties both at home and at school. We believe that employing high quality staff to help children to overcome their particular barriers to learning is essential. There are many children who do rely on this to succeed at school and without this personal approach will become disengaged from school. This mentoring will mean supporting children, emotionally but also ensuring that they are challenged to work hard, succeed and overcome their barriers to learning. Some of this work involves helping children to raise their aspirations. We employ a Family Support Worker within the school to take the lead in much of this work.

Some examples of work in this area include:

- Social Skills/ building friendships group work sessions
- Anger Management Workshops
- Engagement with external agencies
- Nurture group work

Priority Three - Ensuring Equality of Access to the Curriculum

A key aspect of our ethos at Hawthorn Community Primary School is our belief that we need to develop memorable learning experiences. This includes curriculum trips and visits. We also believe that all children benefit greatly from a residential experience.

Our enrichment programme is extensive and inclusive. The pupil premium will be used to support children whose families are on low

incomes to access this programme including subsidising attendance on a residential experience once during the child's time at the school.

We also believe that talents such as sport, music, dance or drama will only develop into a lifelong passion by providing a high quality extended curriculum through a range of after school clubs and extra-curricular activities.

Parents of all children who are entitled to the Pupil Premium funding will be informed at the start of each year that their child has £100 allocated to them, which they can then choose how to 'spend' in school on attending trips, residential or extra-curricular clubs.

Priority Four - Supporting Parents/Carers to engage in their child's education

Bringing up children is never an easy time. The additional stresses provided by financial worries will also impact on this. We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success at school. We offer the services of our Family Support Worker to provide support for parents and carers at meetings where they can discuss their concerns and jointly identify strategies which can help their children to succeed at school and at home.

Reporting

It will be the responsibility of the Senior Leadership Team to produce a termly report for the Governing Body on:-

- The progress made towards closing the gap, by class/ 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 children receiving a particular provision, when compared with other forms of support.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'close the gap' between socially disadvantaged children 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 parent- child- school support.
- Having an effective system for identifying, assessing and monitoring children.
- Creation of a positive atmosphere in which children's' 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 School's complaints procedure.

This policy should be read in conjunction with the School's Equal Opportunities Policy, More Able and EAL Policies and Teaching and Learning Policy.

Review:

This policy shall be reviewed annually and ratified by the Full Governing Body or a committee as directed by the Chair of Governors. The Full Governing Body shall then ratify the policy upon the recommendation(s) of the committee

Date of Last Review: January 2019