

## Pupil Premium Policy

short description – one sentence should be enough



**“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.”**

~NELSON MANDELA

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<b>Consultation groups</b>	Headteachers and Advisory Boards
<b>Approved by</b>	Board of Trustees
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<b>Adopted date</b>	TBC
<b>Policy/document owner</b>	Trust Pupil Premium Lead

<b>Status</b>	Trust Mandatory
<b>Frequency of review</b>	2 years
<b>Next review date</b>	September 2024
<b>Applicable to</b>	This policy applies to all Discovery Primary Schools. The Headteacher is responsible for ensuring that all school specific information is completed and that the policy reflects the context and needs of their school.

### Document History

Version	Version Date	Author	Summary of Changes
V0.1	September 2021	Candi Norman	Draft policy created
V0.2	September 2022	Candi Norman and Trust Education Team	Clarity of purpose and expectation in primary schools

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## **1. Aims**

This policy outlines the Trust and primary school approach to Pupil Premium.

We aim to ensure that every child leaves Fossebrook Primary School excited about learning, prepared for the next stage of their education and determined to succeed. We want to reduce the inequalities of pupils from deprived backgrounds compared with their non-deprived peers. We want to raise pupil aspirations and enrich children's learning experiences by promoting a positive attitude to learning and levelling the playing field.

## **2. Background**

Pupil Premium is additional funding provided to schools to improve the outcomes for disadvantaged pupils. Evidence shows that disadvantaged children generally face challenges in reaching their potential at school and often do not perform as well as non-disadvantaged pupils.

Pupil Premium is allocated to schools on the basis of the number of pupils who are eligible for free school meals (FSM) or who have been at any point over the last six years. Pupil Premium also provides funding for children who are Looked After (LAC) or who have Previously been Looked After (PLAC) and the children of service personnel.

## **3. Purpose of the Pupil Premium Policy**

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to each school has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures regarding the attainment and progress of all pupils are included in the performance tables published annually on a national level. They also capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

All academies and schools are required to publish an online statement about how they use their funding and the impact it has on the attainment of disadvantaged pupils.

## **4. Development of the policy**

This policy has been developed in consultation with our Headteachers, senior leaders in school, and advisory boards. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Some pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the current Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## 5. How we will make decisions regarding the use of the Pupil Premium

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. The PP Lead and Senior Leaders will make decisions about the use of the funding. They will develop an in-depth understanding of any challenges that disadvantaged pupils are facing using a wide range of internal data and information.

### 5.1. Challenges

#### Fossebrook Primary School

- Attendance data and levels of persistent absence;
- School anxiety
- Behaviour incidences;
- Information on wellbeing, mental health and safeguarding;
- Access to technology and curricula material
- Lack of educational experiences outside of school
- Social Media and online safety

### 5.2. Principles

The challenges are varied and there is no “one size fits all” however by following the key principles below, we believe we can maximise the impact of the pupil premium funding:

- Ensure that Pupil Premium funding is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils as outlined through The Education Endowment Foundation Toolkit.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of ‘low ability’ because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body advisory board.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use quality first teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups, not just those taking statutory assessments or examinations at the end of the year.
- To ensure PP funding is used to ensure disadvantaged learners have equity across the curriculum and access a rich and broad range of experience, both within the school and outside.

## **6. Roles and Responsibilities**

We expect all members of our Trust and school community, particularly staff and advisory board members to be committed to raising standards and narrowing the attainment gaps for our pupils. As a Trust we are committed to ensuring the impact of PP funding can be evidenced, the Trust Director of Education reports regularly the attainment and progress of our disadvantaged learners and hold leaders to account for the effective use of the funding.

### **6.1. School Improvement Lead responsible for the school**

The School Improvement Lead is responsible for holding the PP Lead and School SLT to account to ensure that the Strategy document is prepared and reported on the school website. They will monitor PP progress and hold the school to account.

### **6.2. Quality Assurance Leader**

The Director of Primary and the Quality Assurance Leader is responsible for supporting school PP leads with their role in school. They will provide support and advice and lead network meetings. The Trust PP Lead will be able to support schools by completing audits of Strategy documents and providing support for staff.

### **6.3. The Head Teacher/Senior Leadership Team**

The Executive Headteacher, Head of School and the Senior Leadership Team are responsible for ensuring that all staff are aware of their responsibilities in narrowing the gaps of all pupils. They will ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps for disadvantaged pupils is a priority area of focus for the school.

It will be the responsibility of the Executive Headteacher or Head of School to share the annual Strategy statement produced by the Pupil Premium Lead with the Advisory Board.

### **6.4. School Pupil Premium Lead**

The Pupil Premium (PP) Lead has day to day responsibility for coordinating Pupil Premium across the school. The PP Lead has expert and informed knowledge of evidence-based research of 'what works' and 'how' this works in narrowing the gaps. The PP Lead knows how to customise this research to fit the needs of our pupils and school context.

The PP Lead will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money. They will produce a Pupil Premium Strategy Statement to share with all stakeholders using government guidance and template documents.

The uses a 100% of its National Tutoring funding to support Pupil Premium Children in year 5&6

### **6.5 Teaching Staff**

Teachers have the day-to-day responsibility to support all pupils in their class and maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'. They will promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive. Teachers will plan and deliver lessons to a high standard and support the acceleration of progress in learning so that differences can be diminished, and improvements maintained. Teachers will use a range of assessment tools to identify gaps in learning and plan appropriate interventions and support.

### **6.6 Advisory Board**

The advisory board provide local governance on behalf of the board of trustees and in partnership with the school improvement lead for the school. The advisory board has an important role in supporting and challenging our school to comply with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The advisory board will appoint a lead member with the responsibility for disadvantaged pupils to help monitor the impact of this policy and the pupil premium strategy.

Where the advisory board has concerns about the impact of the funding, they will escalate this to the Director of Primary Education and trust board.

## **7. Identification of Pupils**

Fossebrook Primary School will be pro-active in ensuring that the identification of pupils who are eligible for funding are identified quickly to ensure that support can be offered quickly and therefore have the best impact. All new pupils to the school, including children entering the EFYS setting, will be required to complete a form to help us identify if children could be eligible for funding. In addition, a census letter will be distributed annually to ensure that any pupils who may have had a change of financial circumstances can be identified.

We will ensure that:

- 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
- Support and challenge is provided for all pupils who are entitled, no matter what their current level of attainment is, so that each can achieve to the fullest of their potential.
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

## **8. Reporting**

The Pupil Premium Lead will produce a Pupil Premium Strategy Statement and share it with all stakeholders. The PP Strategy Statement will provide an overview of the current strategy for improving the attainment of disadvantaged pupils, including how the school intends to use their Pupil Premium funding and the outcomes achieved in the previous year.

The Executive Headteacher and the advisory board will review and challenge the school strategy for pupil premium expenditure, reviewing the impact of the additional funding.

The strategy statement will be published on the school's website.

## **9. Review**

This policy will be reviewed every two years by the Pupil Premium Lead and presented to the Board of Trustees for approval.

## APPENDIX A: Pupil Premium Principles

Principle	At <b>Fossebrook Primary School</b> we will...
Pupil Premium (PP) will...	
Build belief	<p>We will provide a culture where:</p> <ul style="list-style-type: none"> <li>• staff believe in ALL children</li> <li>• there are no excuses made for underperformance</li> <li>• staff adopt a solution-focused approach to overcoming barriers</li> <li>• staff support children to develop growth mindsets towards learning</li> </ul>
Be inclusive	<ul style="list-style-type: none"> <li>• Work to ensure children are ready to learn</li> <li>• Develop the whole child</li> <li>• Focus on quality first teaching</li> <li>• Work as a team with a clear focus on improving outcomes</li> <li>• Use intervention which is specifically matched to the needs of the child</li> <li>• Create an environment where every child can be the best they can be</li> <li>• Collaborate with other professionals including the DSAT PP network to ensure the best outcomes</li> </ul>
Be respectful	<ul style="list-style-type: none"> <li>• Maintain confidentiality</li> <li>• Report data and impact in a sensitive manner</li> <li>• Establish and maintain a high level of professionalism when communicating about PP</li> <li>• Treat every child as an individual</li> </ul>
Address specific needs of the children	<ul style="list-style-type: none"> <li>• Use regular assessments of children to identify their strengths and areas to develop as noted in our assessment principle</li> <li>• Maintain a 'Needs Analysis' to meet the needs of the whole child</li> </ul>



<p>Be planned for, monitored and evaluated</p>	<ul style="list-style-type: none"><li>• Adopt and adhere to the school's vision, principles and policy related to PP</li><li>• Create an intended spending plan for the allocated budget</li><li>• Use research to evaluate successful strategies</li><li>• Conduct our own research into successful strategies</li><li>• Complete an action plan</li><li>• Complete work samples, child interviews and learning walks</li><li>• Track attainment and achievement of PP children regularly</li><li>• Monitor attendance figures for PP children</li><li>• Report to all stakeholders</li><li>• Publish relevant information on the website</li><li>• Name a Governor responsible for overseeing the implementation of policy and principles</li><li>• Have a named member of the SLT responsible for implementing, monitoring and evaluating PP</li></ul>
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