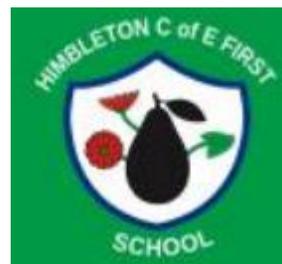


**FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND PINVIN C OF E FIRST  
SCHOOL  
AND  
COLLABORATION WITH HIMBLETON FIRST SCHOOL**



**PUPIL PREMIUM POLICY**

TL11

Date approved at FGB	13.12.17
Statutory/ school policy	School
Review period	2 years
Date of next review	Autumn 2019

GB signature.....

EHT signature.....

## **Aims:**

At the Federation of St Nicholas C of E Middle School and Pinvin CE First 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 your passion, 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. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

## **Background**

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from some deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential and the funding allocation is shown below. This is different from the Service Premium.

The service premium is extra funding for schools to support children and young people with parents in the armed forces.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 11
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

## **Indicative Funding**

In the 2016 to 2017 financial year, schools received the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- £1,320 for pupils in reception to year 6
- £935 for pupils in year 7 to year 11

Schools will receive £1,900 for any pupil:

- identified in the January 2016 school census or the alternative provision census as having left local-authority care as a result of one of the following (LAC):
  - adoption
  - a special guardianship order
  - a child arrangements order (previously known as a residence order)
- who has been in local-authority care for 1 day or more
- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local-authority care)

For the pupils who attract the £1,900 rate, the virtual school Head of the local authority that looks after the pupil will manage the funding.

## **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be:

- less support at home,
- weak language and communication skills,
- lack of confidence,
- more frequent behaviour difficulties, and
- attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

## **Key Principles**

At the Federation, we are committed to spending every penny of funding we get directly on targeted pupils. We firmly believe that for a pupil to succeed and make excellent progress every barrier to their learning must be broken down. This is a complex job to do successfully and needs drive, determination and great focus. To this end we have a Head of School with overall responsibility for Pupil Premium whose job it is to champion these pupils and ensure they get the best provision and coordinate all elements of this policy and its implementation. We also have a Pupil Premium funded Learning Mentor who is responsible for much of the operational provision on a day to day basis for those in receipt of the Premium

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 "growth" mindsets towards learning

### ***Analysing Data***

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 use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

### ***Identification of Pupils***

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- 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 will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our teachers and leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. feedback and target setting
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

### **Developing lifelong learners**

We will look beyond the individual classroom walls to give pupils the life skills they need to succeed and fulfil their potential by:

- developing a school curriculum that cultivates lifelong learners
- opening up opportunities to develop and practise key skills such as communication, team work, confidence and resilience
- making the curriculum a 'real' experience, putting on actual events which the pupils prepare and deliver
- encourage pupils to take risks with their learning and promote a culture where getting making mistakes and getting things wrong is a positive learning experience
- working in partnership with learners in focused pupil conferencing sessions centred around their learning and next steps
- maximising opportunities for 'talk for learning'
- developing an appreciation of what makes a good learner through 'learning powers'

### **Increasing learning time**

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention
- Extended learning out of school hours
  - o Clubs and extra-curricular opportunities.

### **Individualising support**

*"There's no stigma attached to being in an intervention in this school. Everyone 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 team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- o Behaviour support team, CCD team etc
- o School Home Support
- Providing extensive support for parents
- o to develop their own skills
- o to support their children's learning within the curriculum
- o to manage in times of crisis
- Tailoring interventions to the needs of the child
- o targeted learning mentor support, including homework support
- Recognising and building on children's strengths to further boost confidence

### ***Going the Extra Mile***

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### ***Engaging with Parents***

- Using structured conversations with parents to support the children
- Providing effective support for parents when they are facing challenges, e.g. Early Intervention Family Support Worker, PPP
- Providing transport support for families where appropriate through the school minibus
- Ensuring form teachers are in regular positive contact with parents using the many available channels, e.g. text message, email, phone
- Ensuring that the relationship with parents begins as part of the transition process

### **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 regularly
- 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
- The level of rewards and sanctions is analysed to ensure they are being used in a positive and effective manner
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A Head of School 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:

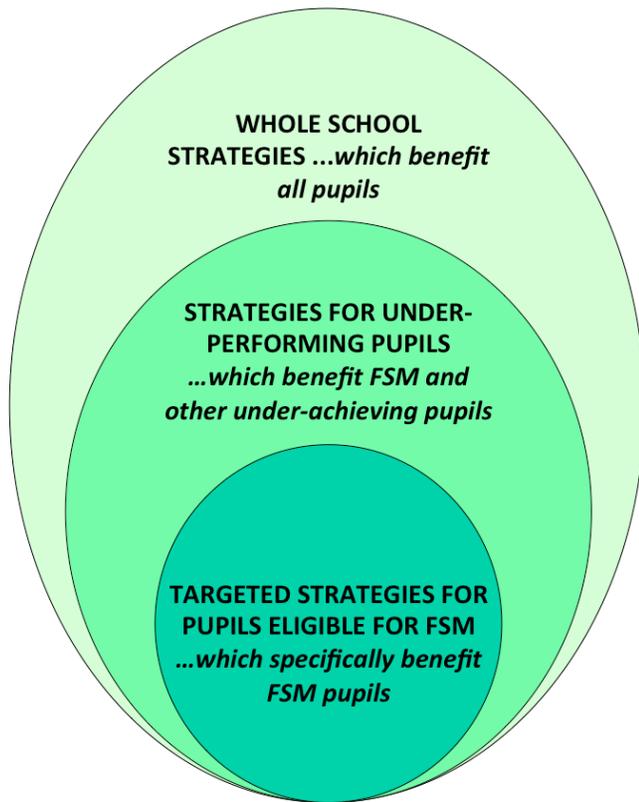
- information about the context of the school
- objectives for the year
  - o reasons for decision making
  - o analysis of data
  - o use of research
- nature of support and allocation
  - o Learning in the curriculum
  - o Social, emotional and behavioural issues
  - o Enrichment beyond the curriculum
  - o Families and community
- an overview of spending
  - o Total PPG (pupil premium grant) received
  - o Total PPG spent
  - o Total PPG remaining
- a summary of the impact of PPG
  - o Performance of disadvantaged pupils (compared to non-pupil premium children)
  - o Other evidence of impact e.g. Ofsted, Accreditations
  - o Case studies (pastoral support, individualised interventions)
  - o Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents 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.



## EXAMPLE STRATEGIES TO CLOSE ATTAINMENT GAPS

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### Whole school strategies might include...

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment
- Effective reward, behaviour and attendance policies
- Inclusive and positive school culture
- Effective senior leadership team, focused on PP agenda

### Targeted strategies for under-achieving pupils might include...

- Early intervention and targeted learning interventions
- One-to-one support and other 'catch-up' provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services and multi-agency support
- Targeted parental engagements
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

### Targeted strategies for FSM pupils might include...

- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages / schools
- Dedicated senior leadership champion

Source: abridged from Rea and Hill , 2011, *Does School-to-School Support close the gap?* National College for School Leadership