

Hillside Primary School

Pupil Premium Policy



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Ethos statement:

Hillside School offers a positive, safe learning environment for its community, in which everyone has an equal and individual recognition and respect.

We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline.

Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Aims:

At Hillside we have high aspirations and ambitions for our children and we believe that each child should move forward. We are determined that all our children are given the chance to realise their full potential. Pupil Premium Funding represents a small proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

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.

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:

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 to support us in determining the strategies that will be most effective

Identification of Pupils:

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who disadvantaged and vulnerable children are
- ALL disadvantaged 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 team 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 moderation

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

- Providing earlier intervention (KS1 and EYFS)

Individualising support:

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
- Tailoring interventions to the needs of the child
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Recognising and building on children’s strengths to further boost confidence

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 regularly so that the impact of interventions can be monitored
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed using PIRs , PITAs, SSP targets
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT (Deputy Headteacher) maintains an overview of Pupil Premium spending

The Deputy Headteacher is also the Designated Teacher for Looked After Children (DT for LAC). Her responsibilities include LAC review meetings; ePeP (Personal Education Plan) maintenance and review alongside Children’s Services.

LAC attract a higher amount of Pupil Premium Grant, and it is possible to apply for further funding if the child’s needs warrant the school doing so.

This is payable in addition to the PPG.

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A governor is given responsibility for Pupil Premium, usually the Chair of the Curriculum Committee.

Reporting:

When reporting about Pupil Premium Funding we will include:

- information about the context of the school
- nature of support and allocation

- 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
 - 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.(Appendix 1)

Name/Signature of Governor: Wendy Griffiths

Name/Signature of Deputy Headteacher: Deborah Oldham

Date: Nov 2019

Review date: Dec 2020

Guidance

What maintained schools must publish online

Last updated: 16 June 2017

Pupil premium

You must publish a strategy for the school's use of the [pupil premium](#). You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- your school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how you'll spend the pupil premium to overcome those barriers and the reasons for that approach
- how you'll measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils

Pupil premium funding is allocated for each financial year, but the information you publish online should refer to the academic year, as this is how parents understand the school system.

As you won't know allocations for the end of the academic year (April to July), you should report on the funding up to the end of the financial year and update it when you have all the figures.