



Firle CE
Primary
School

Policy for Disadvantaged Pupils November 2016

Background

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 pupils and service pupils 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 (ever 6). This fixed amount of money is expected to increase every year for the course of this current Parliament. At Firle Church of England Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target pupils to 'close the gap' regarding attainment.

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 pupils 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 pupils 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:

- ALL staff believe in ALL pupils
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers
- Staff support pupils to develop "growth" mind sets 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 teaching staff and support staff are involved in the identification of pupils
- ALL staff are aware of who the disadvantaged and vulnerable pupils are
- ALL disadvantaged pupils benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Pupil's individual needs are considered carefully so that we provide support for those pupils who could be doing "even better if...."

Improving Day to Day Teaching

We will continue to ensure that all pupils across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of best practice, e.g. feedback & marking
- Sharing good practice within the school and drawing on external expertise
- Providing targeted high quality Continual Professional Development
- Improving assessment through joint moderation where appropriate and standardisation and moderation of AWOL(both within the school and with other schools)

Increasing learning time

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

- Improving attendance and punctuality where appropriate
- Providing earlier intervention (KS1 and EYFS)
- Extra targeted reading interventions

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

- Ensuring additional support staff and class teachers communicate regularly
- Providing high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Improving the subject knowledge of teaching assistants where appropriate
- Working with other agencies to bring in additional expertise
- Language Support
- School Nurse
- ESBAS
- Providing extensive support for parents
- To develop their own skills (Literacy, IT)
- To support their pupils' learning within the curriculum (e.g. reading workshops etc.)
- To manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for pupils who struggle in the main lesson)
- Recognising and building on pupils' strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that **ALL** pupils succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support pupils in times of crisis. In harmony, together we will inspire excellence and a life-long love of learning

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used - achievement data, pupils' work, observations, learning walks, case studies, lesson studies and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- The SENDCO carefully tracks progress and monitors the impact of interventions
- Teaching staff attend and contribute to pupil progress meetings each term, the identification of pupils is reviewed and teachers keep support staff fully informed and up-to-date
- Regular feedback about performance is given to pupils and
- Interventions are adapted or changed if they are not working

- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The Head teacher maintains an overview of spending and keeps the Standards Governor's Committee fully informed
- The Standards committee holds the school to account for the effectiveness of budget spending
- The SEND governor responsible for vulnerable pupils meets regularly with the SENDCO to hold the school to account

Reporting

When reporting about disadvantaged pupils funding we will include:

- Background of the funding
- Principles
- School Context
- Looking Back and Looking Forwards
- Budget amount received
- How we spent the money- nature of support and allocation to include learning, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- % of the budget spent
- Analysis of data and summary of the impact (summary of performance of disadvantaged pupils compared to non-disadvantaged pupils)
- Budget spending for 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.