



## **Pupil Premium Policy**

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

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 Pupil Premium funding 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 has 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. At Hollickwood, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Hollickwood this is approximately 40% of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

### **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 to learning for disadvantaged 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".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Pupil Premium Champion (Member of SMT) – Skeve Constantinou, Assistant Head

Pupil Premium Governor – Kirsty Stroud

### **Guiding Principles**

It is the role of the Headteacher, SMT and the governors to ensure that there are improvements to the performance of disadvantaged pupils in this school. We believe that

we can maximise the impact of our Pupil Premium spending, by following the key principles below:

### ***Having High Expectations***

*At Hollickwood, we have a culture where*

- staff believe in ALL children
- there are no excuses made for underperformance
- staff adopt a solution-focused approach to overcoming barriers

### ***Data Analysis***

We will track the attainment of pupils covered by the Pupil Premium carefully and use achievement data to check whether interventions or techniques are working and make adjustments accordingly. A senior member of staff will have specific responsibility for tracking progress.

The school will assess what additional provision should be made for the individual pupils at half termly Pupil Progress meetings. Pupil Premium pupils will always be on the agenda of Pupil Progress meetings, and the senior member of staff responsible will be present and will create an appropriate provision map of support needed by identified pupils.

Formative assessment data is collected on an ongoing basis, and this feeds into summative attainment data termly, recorded using the Pupil Asset tracking system. This enables senior leaders and governors to track progress accurately and to compare attainment of disadvantaged pupils with non-disadvantaged pupils.

We will use external research evidence (Ofsted, other schools, Sutton Trust etc) to allocate the funding to activities that are most likely to have most impact.

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

All pupil premium children are included in discussions with the team working with them. This will usually take place at Pupil progress meetings which are held every half term. Pupils with historically lower attainment are targeted for 'catch – up' programmes and the way in which the teacher can plan for them is identified based on what is known already about their learning. Also, children where progress has slowed are discussed and any particular areas of difficulty are explored and acted on.

There may be other barriers to learning which can be addressed through the pastoral provision in the school – the learning mentor or other Inclusion team member – so that meta-cognition is enabled.

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 Pupil Premium and vulnerable children are
- ALL Pupil Premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just for 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...."

### ***Provision of Quality First Teaching***

Our aim is that all children at Hollickwood receive good or better teaching on a daily basis. The SMT will set high expectations for achievement and will monitor teaching and learning to ensure that non-negotiables, such as high quality marking and feedback, are implemented thoroughly and consistently across the school. We will share good practice and draw on external expertise when necessary to support our practice and provision, including providing opportunities for our teachers to improve assessment practice through moderation, both in-house and with our partnership schools. We aim to provide high quality CPD (continuous professional development) to support and develop skills of staff.

Our practice is based on what works for children, and is based on research from the Sutton Trust as described in the toolkit. This shows that an emphasis on quality feedback, collaborative learning and meta-cognition – thinking and reflecting on learning – are the most effective strategies. We focus on doing these well, as well as providing a broad range of learning experiences based on a rich curriculum.

### ***Increasing Learning Time***

We aim to maximise the time children have to "catch up" through: improving attendance and punctuality and extending learning out of school hours, through early morning sessions and attendance additional sessions, such as Easter school, booster groups, Homework Club.

### ***Provision of individualised support***

We aim to ensure that the additional support we provide is effective by:

- Carefully considering the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly so that additional interventions have an impact in the classroom
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

Examples of additional interventions provided at Hollickwood are:

- Better Reading Support
- Project X
- 15 minutes reading
- Reading eggs
- 1<sup>st</sup> class@number

At Hollickwood, we also use Pupil Premium funding to support disadvantaged families through provision of places at Breakfast and After School Club. We fund the following key roles: an Inclusion team teacher, a tutor for year 6, a Learning Mentor, three Teaching assistant roles and a school counsellor, to support identified disadvantaged pupils to remove barriers to learning.

Pupil Premium funding is also used to ensure that no child misses out on any educational enrichment opportunity – such as trips, visits and residential stays – because of financial disadvantage.

## **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – attainment and progress data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice – to ensure that progress and attainment are at least in line with non-disadvantaged children, both in school and nationally
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly and provision for individuals and groups can be adjusted accordingly
- Assessments are closely moderated to ensure they are accurate to inform the processes in place
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of childrens' needs and appropriate provision is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working, as evidenced during the monitoring process. An understanding of why a particular provision has not worked for an individual child is needed as all practice is based on successful precedent.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance, behaviour, attitudes to learning, attainment and progress across the curriculum
- A designated member of the SMT maintains an overview of Pupil Premium spending (the Headteacher)
- A governor is given responsibility for Pupil Premium and will challenge the school leadership on the performance of disadvantaged children across the school

## Reporting

The Headteacher will report to the Governing Body, via the Headteacher's report to governors each term.

Pupil Premium will be a regular feature on the agenda for governing body meetings.

Information provided will be based on:

- the progress made towards narrowing the gap, by end of key stage results, for pupils eligible for Pupil Premium
- an annual outline of the provision that is made an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to those children not receiving the support

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.

Parents and Carers of children eligible for the Pupil Premium funding will be kept informed of their children's progress through formal parent consultations and reports and informal conversations through our 'open door' policy. We help parents/carers to support their children through our programme of parent meetings and workshops. Each class holds a termly parent/carer information meeting, in addition to focused meetings on different areas of the curriculum, eg phonics, supporting reading etc. Parents and carers are encouraged to come into school and participate in events, including joining classes for lessons.

## Accountability

- Performance tables in Raiseonline clearly show the attainment of Pupil Premium children compared to their non-disadvantaged peers
- Ofsted inspections
- Pupil Premium reviews – these can be internal, part of partnership work with other schools or commissioned by the LA
- Progress on narrowing the gap is monitored by the SMT, and also by the Learning Network Inspector at the annual school attainment review.

## Policy Control

Version	Revision Date	Revised By	Revision
1.0	April 2016	Hugh Vivian	

		Full Governing Body	Reviewed, adopted and ratified
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**Signed by:**

	Name	Signature	Date
Headteacher	Hugh Vivian		
Chair of Governors			

**Date for next review of this policy: Summer Term 2017**