



## **Pupil Premium Policy 2017**

At Greenleas, we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and 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. We recognise that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

### **Background**

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The Government has used pupils entitled to free school meals (FSM), looked after children (including adopted from care) 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 our school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, poor language and communication skills, social and emotional barriers, 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 vary with cohorts. (See Pupil Premium Strategy Statement for current identified barriers.)

### **Greenleas Principles**

By following the principles below, we believe we can maximise the impact of our Pupil Premium spending.

#### **Building Belief**

Providing a culture where:

- All staff believe there are 'no limits' to what our children can achieve
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop growth mindsets towards learning
- Proactive personalised strategic interventions are evident

#### **Analysing Data**

Ensuring that:

- All staff are involved in the analysis of data so that they fully understand the strengths and weaknesses across the school (Understanding of SIP and relevant Subject/Department Plans)
- Research such as EEF (Education Endowment Foundation) supports us in determining the most effective strategies

## Identification of Pupils

Ensuring 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 our most vulnerable children are
- **ALL** pupil premium children benefit from the funding, not just those who are underperforming. Through academic, emotional or social support.
- Analysis, including formative assessments are used effectively to ensure pitch and challenge is appropriate to support good progress
- Underachievement is targeted at all levels, not just lower attaining pupils.
- Children's individual needs are carefully considered so that we provide support for those children who could be doing 'even better if...' e.g. attendance

## Quality of Teaching and Learning

We continue to ensure that ALL children across the school receive good teaching, with an increasing percentage of outstanding teaching achieved by using our Band Leaders to:

- Demand high expectations
- Ensure consistency of the non-negotiables within, and across, bands.
- Address any within-school variance
- Share good practice and act on external expertise/CPD opportunities
- Improve formative and summative assessments through informal and formal band, whole school and external moderation

## Maximising Learning Time

We maximise the time children have to make progress through:

- Improving attendance and punctuality (See Attendance Strategy)
- Providing appropriate intervention in a timely manner
- Extended learning e.g. Breakfast Club, after school clubs.

## Individualising support

Ensuring additional support provided is effective by:

- Knowing each child and identifying barriers to learning and individual needs
- Tailoring interventions to the needs of the child e.g. targeted 'mop up' or 'pre teaching' sessions for children who struggle in the main lesson.
- Ensuring support staff and teachers communicate regularly
- Using Band Leaders to identify the most appropriate high quality interventions across their bands
- Matching the skills of support staff to the children and interventions they provide
- Working with external agencies to bring in additional expertise, e.g.
  - Orretts Meadow Literacy support
  - Gilbrook Behaviour support
  - ESW - attendance and punctuality support
  - Family Support Worker
- Recognizing and building on children's strengths to further boost self-esteem e.g. musical aptitude, sporting ability, artistic talents...
- Working closely with parents

## Going the Extra Mile

In our determination to ensure all children succeed we recognise that at times there may be the need to provide completely individualized interventions for set periods of time to support individuals in times of crisis. A contingency is planned into our strategy.

## **Monitoring and Reporting**

The operational management of pupil premium is led by the Headteacher and Pupil premium Team. Pupils are identified promptly and appropriate support is put into place.

The team consists of the following members:

- Senior Leadership Team - HT, DHT, AHT
- Middle Leadership Team - TLR Band Leaders
- Office Manager/Admin Assistant
- Pupil Premium Governor

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

### **SENIOR LEADERSHIP TEAM (led by the HT)**

- Provide an annual strategy and report on spending and impact. (See website)
- Develop robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium.
- Ensure appropriate allocation and use of funding for pupils, including training for staff
- Provide termly pupil progress reports for GB,
- Provide appropriate support and guidance for staff when planning support/intervention
- Liaise with external partners and agencies, where necessary

### **MIDDLE LEADERSHIP TEAM/SUBJECT LEADERS**

- Termly analysis of attainment and progress to monitor impact of intervention
- Act on termly analysis of data and individual needs to plan appropriate high quality intervention
- Provide appropriate support, guidance and resources for staff (teachers and support staff) when planning support/intervention
- Monitor the quality and impact of the intervention. Taking action when not working.
- Ensure communication between all staff is happening about vulnerable groups

### **OFFICE STAFF**

- Monitor delegation of funding for Pupil Premium
- Provide information on allocation for PP funding via the website and Gb reports
- Work with SLT to monitor attendance and evaluate against set targets (See Attendance Strategy)

### **CLASS TEACHERS**

- Know who Pupil Premium children are- in own class and within Band
- Work with children, parents and leadership team to plan, implement and monitor the impact of agreed support and intervention for PP children
- Ensure teaching assistants are fully prepared to deliver any interventions and understand how to assess progress and learning outcomes.
- Take prompt action to inform leaders of any areas where a child's progress or performance may be affected by additional barriers.

### **GOVERNORS**

The designated link governor for PP will act on behalf of the governors to monitor and review the progress and impact of PP funding. This will involve regular meetings with the HT to evaluate pupil progress reports and participate in pupil voice.

The GB will consider the information provided to ensure that PP funding is used to achieve maximum impact for our children.

This policy will be reviewed annually.

Agreed at School Effectiveness Committee meeting 7.11.17