

Policy Statement

Pupil Premium



Policy written by E. Threlkeld

Adopted by LAC: 17.01.2017

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"Working together to Enable Successful Futures for All"

Pupil Premium Policy

Aim: At Perton Primary Academy, we have high aspirations and ambitions for our children. We believe that no child should be left behind. We are determined to ensure that all of our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy is an overview of how we ensure it is spent to maximum effect.

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 premium is provided to enable these pupils to be supported to reach their potential.

Since 2012, the Government has used pupils entitled to free school meals, 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 6-year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Perton Primary Academy, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups including Children Looked After (CLA) and Services Children as our target children to 'diminish the differences' compared to other pupils 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.

Barriers for FSM children can be less support at home, weaker language and communication skills, lack of confidence, behaviour difficulties, social and emotional issues, Attendance and punctuality. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

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 the potential of ALL children

- There are “no excuses” made for underperformance
- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children 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 EEF, Endowment Education Foundation to support us in determining the strategies that will be most effective.

Identification of Pupils:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils.
- All staff are aware of who the disadvantaged and vulnerable children are.
- All pupil premium children benefit from the funding, not just those who are under-performing, lower, under-attaining and higher abilities are targeted.
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if’ their needs are met”

Improving day to day Teaching:

- Ensure all children across the school receive high quality, secure teaching, with increasing percentages of outstanding teaching
- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of our ‘non-negotiables’ e.g. marking policy and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Maximise Learning Time to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention in EYFS and KS1.
- Extended learning out of school hours e.g. after school Phonics club.

Personalised Support: There is no stigma attached to being in an intervention programme in our Academy. 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.
- Phase leaders and Senco review quality interventions
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise e.g. volunteer readers and Local Support Team

Providing support for Parents: This may be through an Early Help Assessment.

- To develop their own skills
- To support their children's learning within the curriculum.
- To manage times of crisis
- Tailoring interventions to the needs of the child e.g. targeted writing sessions in the afternoons for children who struggle in the main lesson.
- 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 a set period of time to support children to catch up.

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 reviewed half-termly for the Disadvantaged group 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.
- Case studies are used to evaluate the impact of pastoral interventions, such as attendance and behaviour.
- **Mrs Debra Bate, Bursar** maintains an overview of pupil premium spending,
- **Mrs McShane, LAC member** is responsible for pupil premium Governance.

Reporting: When reporting about pupil premium funding we will include:

- Information about the context of the school.
- Objectives for the year.
- Analysis of data and use of research.

- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural barriers
- Enrichment beyond the curriculum
- Families and community
- 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 e.g. Ofsted
- Implications for pupil premium spending the following year
- Success stories, if permissible

In line with the requirements published by the Department of Education, the Local Academy Council members 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 'diminishing the difference' for pupils eligible for Pupil Premium compared to Other pupils and National.

Policy written by: **Mrs E. Threlkeld**: Principal: Pupil Premium Leader

Overview of pupil premium spending. **Mrs Debra Bate**, Bursar

LAC member with responsibility for pupil premium **Governance: Mrs J. McShane**

Policy Adopted by Perton Primary Academy LAC on 17/01/2017

Policy to be reviewed annually.