

'FROM GREAT TO AMAZING'

2017

PUPIL PREMIUM



SUCCESS, UNIQUENESS, ENVIRONMENT, COMMUNITY

Implemented March 2015

Reviewed March 2017

Review frequency - Every 2 Years

Review process

- Leadership March 2017
- Staff May 2015
- Governors June 2017

Signed

A. Cassus

(HT)

Nicie Bays (COG)

Pupil Premium Policy

Rationale

The government believes that pupil premium (PP), that is additional to mainstream funding, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In 2016 FSM pupils have lower attainment compared to all other pupils nationally: 35 per cent of FSM pupils achieve the expected standard in reading, writing and mathematics, compared to 57 percent of all other pupils, a difference of 21 percentage points.

FSM pupils made less progress in reading, writing and mathematics than all other pupils with the same prior attainment nationally. The progress scores show that on average FSM pupils achieve about one scaled score point less in all subjects than non-FSM pupils. ([DfE, 2016 National Curriculum Assessments at KS2](#))

At Suffolks we are committed to narrowing or even diminishing this gap by ensuring a high profile is given to pupils eligible for pupil premium. We strongly believe that disadvantage should not be a barrier to learning, achievement and future success.

Pupil Premium Funding

The government uses the following as indicators of deprivation and therefore entitlement to pupil premium funding

- Children entitled to free school meals at any point within the last 6 years
- Looked after children
- Children whose parents are currently serving in the armed forces

Funding allocation

Year	Number of eligible pupils	% of overall roll	Total funding
2013/14	174	55.4%	£229,680
2014/15	197	54.7%	£256,100
2015/16	197	44%	£256,100

In 2016 our Pupil Premium children out performed those nationally in both Foundation Stage and Key Stage 1.

Our current in school data (May 2017) shows that our pupil premium children are out performing our non pupil premium children in many classes. Our own projection of their attainment shows that the longer the children are with us the better they achieve.

Roles and Responsibilities

These roles are key to the implementation and success of the school's policy. The following is a list of some of the main roles and responsibilities involved but is not exhaustive and should be regularly reviewed.

Attendance Lead

- Identify persistent absent or late children who are pupil premium
- Have a daily phone call list of those children identified and ensure they have been spoken to if absent
- Liaise with phase leaders to ensure patterns of attendance are addressed within phase or within certain classes. Individual children identified and intervention programmes developed.
- Identify and work with parents on improving attendance
- Develop more flexible and evaluative responses to rewards and incentives based on issues to be addressed

Behaviour Leads

- Pupil Premium children are identified
- Progress is tracked and outcomes of interventions are evaluated
- Impact of behaviour policy sanctions are monitored in terms of Pupil Premium to assess whether this is a barrier to learning

Class teacher

- Identify Pupil Premium children within their class.
- Raise concerns and strategies to be implemented in phase pupil premium tracker and take part in the monitoring and evaluation
- Ensure they are able to track and explain progress of Pupil Premium within their class compared to non pupil premium and begin to develop an understanding of the barriers to their learning
- Ensure that 'quality first teaching' is embedded in practice and that 'wave 1' strategies have been thoroughly implemented.
- Raise concerns in regards to underachievement and ensure that 'wave 2' interventions are put in place where necessary.
- Evaluate and review all strategies or interventions to assess impact
- If 'wave 3' intervention is required, ensure advice is sought and acted upon

Phase leads

- Identify pupil premium children within each phase
- Produce a phase pupil premium tracker, deciding on key strategies and how they will be monitored and evaluated.
- Ensure that there is an understanding of need and identify the statistical make up of each class within each phase
- Ensure that there is a deeper understanding of barriers to learning for any pupil premium child who is underachieving
- Use phase time to address needs, share practice and support class teachers
- Regularly monitor pupil premium progress within whole school appraisal system (book looks, drop ins, looking for learning etc)
- Ensure that pupil progress children are a high priority within phase development in general
- Regularly report to headship team and governors on progress and attainment comparable to non PP

SLT

- Ensure that pupil premium children are correctly identified on school MIS system
- Plan and lead on progress meetings ensuring that the progress and attainment of pupil premium children is challenged
- Report whole school comparable data to all stakeholders

- Ensure thorough evaluation of school data to look for gaps in attainment and progress against national, local and in school
- Thoroughly analyse any gaps in achievement or attainment and lead in whole school action planning to reduce them
- Train all staff involved with pupil premium children in the use of whole school MIS system and how it can be used effectively to support them in their roles

Headship Team

- To review the statistical whole school data of the make-up of the school and ensure that pupil premium funding is directed effectively
- Using the reviews of impact, plan for the best use of pupil premium funding
- Ensure that the projected spending on pupil premium is shared with all stakeholders and published on website
- Evaluate the previous year's spending and share review with stakeholders
- To ultimately ensure that the gap in achievement and attainment of pupil premium children and non pupil premium children diminishes

Governors

- Ensure that they know how much money is allocated and that it is identified on budget planner
- Ensure that the rationale for spending and the expected outcomes are understood and shared with all stakeholders (website)
- Challenge the school on how the money has been spent and whether the expected outcomes are achieved
- Ensure that school leaders are being held to account for their roles and responsibilities in regards to pupil premium
- Ensure that the progress and outcomes of eligible children are tracked and analysed and challenge leadership on any gaps in performance
- Ensure that the school is identifying barriers such as attendance, punctuality and behaviour of those eligible and are taking action to address them

Procedural Guidance

Identifying School Priority for Funding

- Are there gaps in performance?
- What are generalised patterns of underachievement from previous years, are there common barriers?
- What are SDP priorities?
- What is make-up of pupils in whole school?
- Which children are underachieving and why?
- What would desired outcomes be?

Planning to meet desired outcomes

- What did review of previous year's spending demonstrate?
- What different interventions or strategies could we use?
- How will we measure their impact/when?
- Which 'wave' of support is needed – why/where?

Evaluating Pupil Premium Funding

- Were our desired outcomes met? If not why not?
- What was impact of main interventions or strategies?
- How does this inform future priorities?
- Are their individual children who continue to underachieve?
- How do we share the impact with others?

Identifying Pupil Premium concerns

- Initial AfL Planner used to identify groups and to plan intervention
- Progress meetings used to identify performance gaps
- Underachieving children are identified and planned for in phase tracker
- Phase leaders, SLT, headship team monitor children's attainment and learning
- Progress meetings used to ascertain whether further provision is required

Pupil Premium Interventions or Strategies

The following is a list of many of the interventions or strategies used to improve the performance of pupils eligible for this funding.

Wave 1 interventions are usually those carried out within the class and are examples of quality first teaching for all pupils. They are generally of a lower cost and the onus is placed on the class teacher to ensure that they are used effectively.

Wave 2 interventions are generally implemented once concerns are raised about continuing underperformance and when wave 1 support is not achieving the desired outcomes. These interventions are usually more costly and involve additional adults or specific programmes of support.

Wave 3 interventions are generally the most costly and are usually a more individualised support given to a child who continues to underperform and the gap between them and their peers is widening. For some children this will be a completely individual approach that may need to be highly funded

Below is a list of possible strategies and should not be viewed as an exhaustive list.

Wave 1 Intervention

Pre questioning and pre teaching , plugging gaps in soft start, models of WAGOLL, visual reminders, steps to success, table helpers, working walls, resource cards, pastoral care, word mats, response to marking, support materials, mixed ability groups, target readers, ensuring children are well integrated back into lesson when attending groups, tailor approaches to children's strengths, flexibility in grouping to ensure more teacher focus, communication with parents, use of practical resources and arrays, staff training

Wave 2 Intervention

Detailed response to marking, booster groups, parental involvement, intervention groups for EAL, literacy focus etc, specialist TA groups, more targeted support within lessons, Easter school, learning platforms and technical resources used to support learning, AFA programme, Place2Be, DSR and RML additional support, enrichment activities, revision guides, LASS groups

Wave 3 Intervention

Tablet on loan, additional teacher, Specialist closing gap TA, tutoring, turnabout, coaching for teachers concerned with closing gap.

Individual tutoring at home, summer school, tutoring companies locally, Parent support, space to learn, Homework completed with additional teacher

The aim of this policy is to ensure that all stakeholders take a proactive responsibility in diminishing the gap between Pupil Premium and Non Pupil Premium achievements.

'WE STRONGLY BELIEVE THAT DISADVANTAGE SHOULD NOT BE A BARRIER TO LEARNING, ACHIEVEMENT AND FUTURE SUCCESS.'

This document will be reviewed every two years.

Useful Links

All Pupil Premium Information can be found on schools website – [click here for link](#)

Suffolks is working within the Enfield Town Partnership Schools to share and develop pupil premium practice – [click here for link to website and Pupil Premium Strategy Group Information](#)