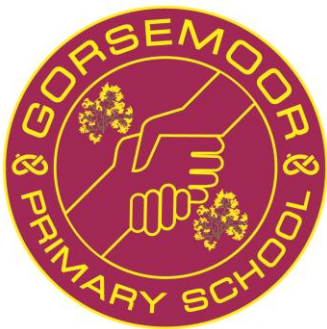


# Pupil Premium Policy



Date of Issue: March 2016

Review Date: March 2017

Approved by the Full Governing Body  
on 17th March 2016

<b>Audience:</b>	Staff/Governors/Public
<b>Frequency of Review:</b>	Annually
<b>Postholder responsible for Review:</b>	Assistant Headteacher

**Recommended associated documents:**

None

## **Aims**

At Gorsemoor, we have high expectations for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential through a combination of excellent teaching and timely intervention. We value the individuality of our pupils and aim to support and nurture all.

Our Key objectives are:

1. To increase the percentage of pupils working at or above age-related expectations in Reading, Writing and Maths.
2. Improve the transition outcomes for Pupil Premium children to minimise learning loss between year groups and bring attainment in line with age expectations.
3. To narrow the gap between Pupil Premium pupils and their peers in reading, writing and maths

## **Background**

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds, as research shows that such pupils underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their full potential.

The Government has used pupils entitled to free school meals (FSM), Looked After Children (LAC), Adopted children and service children as indicators of deprivation. They have then provided a fixed amount of money for schools (per child) based on the number of pupils registered for FSM over a rolling six year period. At Gorsemoor, 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.

## **Context**

Common barriers for FSM 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".

## **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:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindsets 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 a range of tools and strategies which are appropriate to the individual child in order to support them effectively

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

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 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....."

### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved. Our senior management team and curriculum group leaders will:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking, classroom displays 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

### ***Individualising support***

Intervention is a natural part of our daily school life and there is no stigma attached to being in an intervention. In this school, everyone needs something in order to realise their full potential.

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
- Using well trained support staff and teachers to provide high quality interventions within their year group
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise (e.g. Beanstalk - volunteer readers)
- Developing home-school links and providing support for parents so that they can be involved in helping their child

- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence

## **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used to monitor children's progress and highlight 'stuck' pupils. This will include: achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected approximately every 10 weeks, so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching 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 through tracking reports and parents evenings
- Interventions are adapted or changed if they are not working
- A designated member of the Senior Management team maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

## **Reporting**

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
  - reasons for decision making
  - An analysis of data
- Nature of support and allocation
  - Learning in the curriculum
  - Social, emotional and behavioural issues
  - Enrichment beyond the curriculum
  - Families and community
- An overview of spending
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Implications for pupil premium spending 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.

## **Spending**

We receive the bulk of our Pupil Premium Grant at the beginning of each financial year. Adjustments are then made several times per year to account for pupil mobility. Every April, the Pupil Premium leader will work with the Head Teacher to set the budget. Funds will be largely allocated to staffing, to reduce class sizes and increase support staff so that effective and timely intervention may take place.

As a school, we believe that it is important to remove all barriers to learning and this may include supporting children who do not have the correct uniform. Whilst the Sutton Trust Toolkit shows that the purchase of school uniform has no direct impact on pupil progress and attainment, we feel it is important to support our vulnerable families and their children with the purchase of necessary school items. We have therefore decided to assist Pupil Premium children and their parents/carers with the purchase of school jumpers/cardigans, polo shirts, PE tee shirts and shorts. If parents ask for our financial help, the Pupil Premium Grant will provide 50% of the cost of these items, up to the maximum value of £20.00 per pupil, per academic year.

At Gorsemoor, we are convinced of the value of activities, which enrich the educational experience of our students beyond the classroom. The governors are determined at times of severe financial constraint, to act to maintain the provision of curriculum enrichments and instrumental tuition. For this reason, children who are eligible for Pupil Premium will receive:

- 50% towards the cost of music tuition fees, where the lessons take place in school.
- A contribution of half of the cost of any trip or visit up to a maximum of £100 per student in any school year.