

WEST HAM C of E Primary SCHOOL

PUPIL PREMIUM POLICY

2018 /2019

The Vision

Our vision is for the school to continue to be a happy one with a safe and stimulating learning environment to motivate, facilitate learning and enable children to achieve their full potential.

As a highly inclusive Church of England primary school, we promote the spiritual, moral, social and emotional development, resulting in enhanced self-esteem and care for others.

Our children genuinely matter and are enabled to lead healthy lives. They are challenged and supported in their efforts to improve themselves to lead healthy lives. They are challenged and supported in their efforts to improve themselves and are encouraged to have high expectations of themselves and to fulfil their potential both academically and socially.

We continue to celebrate the school's long history while appreciating the many cultures and backgrounds from which our children, families and staff have come. We work towards a strong partnership with parents.

Children are respectful of each other and contribute greatly to their school and to the community.

What is pupil premium?

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupil premium funding is available to both mainstream and non-mainstream schools, like special schools and pupil referral units. Eligibility for free school meals is used as the main measure of deprivation at pupil level. For the academic year 2018 to 2019, all schools are provided with a list of pupils who have been eligible for free school meals at any point in the last 6 years. This list is available through a pupil premium download from the Key to Success website. These vulnerable groups include pupils who are entitled to free school meals, those looked after by the local authority, Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

Definitions of groups

Ever 6 FSM

The Pupil Premium for 2018 to 2019, will include pupils on the January 2018 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2018.

Children adopted from care

The Pupil Premium for 2018 to 2019, will include those pupils recorded on the January 2018 School Census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC for the remainder of this document). A child should be recorded as such where the parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order.

Ever 4 Service Child

For the purposes of these grant conditions, “Ever 4 Service Child “means a pupil recorded on the January 2018 census who was eligible for the Service Child premium.

Principles

At West Ham Church Primary School we aim to meet the needs of each unique child and are committed to ensuring all pupils make maximum progress and reach their full potential. Our principle aim is to enable all pupils to learn and to reach their full potential throughout their time at the school. We believe in fostering the holistic development of the child and we are committed to helping pupils to become learners for life. We are constantly reviewing our provision to ensure best possible use is made of all resources and teaching opportunities to maximise learning for all. The Pupil Premium Plan will be aligned and feed into the School Development Plan and the key school priority areas.

We provide an interesting, stimulating curriculum that responds to the learners' different needs and is based on knowledge of the pupils eligible for the funding and the challenges faced by their families. We also endeavour to equip pupils with the skills to become valuable members of the local community and to have aspirations for their futures. The school serves a culturally diverse community, which brings a richness to school life - this is highly valued and is celebrated both in the curriculum and in school life.

We will provide a culture where:

- all staff are aware of the Pupil Premium funding;
- we ensure that accountability is understood;
- 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;
- staff are committed to valuing every pupil and promoting a mirroring of the core values which lead to a nurturing community;
- staff build trust with harder to reach parents.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per Pupil Premium / FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The school will refer to Pupil Premium wherever it refers to the ever 6 provision.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing any disadvantage and closing any gap in attainment, where this exists. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM);
- Looked after children;
- Armed forces children.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals through robust handover, assessment and record keeping and Assessment for Learning meetings.

All teaching staff are aware of who vulnerable and pupil premium children are and they are involved in the analysis of data so that they are fully aware of strengths and weaknesses in their class and across the school. Underachievement at all levels is targeted (not just lower attaining pupils) and challenge is provided to all pupils

including Pupil Premium. Detailed provision mapping takes place 3 times per year to allow school staff to be redeployed as required to lead on interventions.

Provision / Data

The collection of data is completed 3 times per year following teacher assessment based on current curriculum requirements. The school is incorporating a system of assessment without levels. Data is analysed to track the progress of those eligible for Pupil Premium funding and to assess the impact of the Pupil Premium funding on Pupil Premium / pupil progress. Soft data is also used to demonstrate the impact of the Pupil Premium funding as the vast majority of progress cannot be ascertained by grades and percentage points only. WHCS will use the rule of 3: using solution and measure of impact to measure progress.

The range of provision the Governors and school may consider making for this group could include:

- facilitating different pupil groupings/sets that allow teaching to be focussed at identified needs; Quality first teaching
- providing small group work with an experienced teacher focussed on overcoming gaps in learning;
- providing earlier interventions in EYFS;
- 1-1 support;
- additional short one-to-one boosting / interventions to maximise learning and progress.
- additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies;
- CPD, resources and training that focus on the identified needs of underachieving groups;
- there will be a link between pupil progress including Pupil Premium, training and CPD opportunities;
- staff are able to assess own CPD needs and feedback to SLT in order to ensure that CPD needs are discussed;
- staff are supported by outside agencies (as necessary) to enable them to better support pupils including Pupil Premium;
- increasing learning time by extended school provision including breakfast club, after school clubs, after school nurture, booster classes, summer school, Easter School and homework;
- pupil premium resources may also be used to target able children on FSM to achieve the highest standards;
- improve day to day teaching;

- improving day to day attendance and punctuality;
- see also School Intervention Policy and Head Teacher's Strategy sheet / School Provision Map.

Rationale for decisions about provision

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as CLA and service children.

CLA and any service children will be identified and monitored as Pupil Premium children. The Pupil Premium allocation document states clearly what the Pupil Premium funding is spent on.

The school's Pupil Premium Coordinator and Head Teacher will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the pupils' needs at the time.

We always seek to provide outstanding 'quality first' teaching for all pupils. Timely, precision teaching intervention is also used to accelerate and maximise pupils' progress, close their gaps and improve attainment and progress.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

- facilitating pupils' access to education;
- facilitating pupils' access to the school's curriculum;
- support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions;
- additional opportunities to enhance or complement the school offer e.g. after school clubs, holiday clubs etc;
- alternative support and intervention.

Planning

Pupil Premium children must be highlighted on daily and weekly planning. Teachers must provide tailored learning experiences for Pupil Premium children according to their needs.

Monitoring and Evaluating Provision

All leaders to monitor activities and books in order to improve Pupil Premium achievement. The overall effectiveness and impact are usually evaluated daily and

weekly through evaluations and termly through strategy and pupil progress meetings and meetings to review the impact of interventions.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes (to be reviewed termly by the Pupil Premium Coordinator, Head Teacher and teachers);
- feedback from staff, the child, parents and other professionals who may be involved;
- examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- teacher assessment relating to improved progress, confidence, well-being, attitude, behaviour etc;
- the impact of Pupil Premium spending is reviewed through progress meetings 3 times per year and meetings between teachers, Head Teacher or Phase leaders and / or Pupil Premium Coordinator 3 times per year.
- the attendance of different groups including Pupil Premium is reviewed and the impact of the Breakfast Club and / or Nurture Club;
- case studies are written for some of these pupils.

Targets for the performance of Pupil Premium will be incorporated into staff Appraisal targets.

The Governors will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

Reporting

The Head Teacher will include a pupil premium report in their regular report to Governors. This report will include:

- an outline of the provision and the impact of this provision on narrowing the gap, including comparative progress and attainment data;
- the progress made towards narrowing the gap, by year group, for children eligible for the pupil premium;
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support;
- provide comparative data showing our school's progress relative to other schools nationally
- The Pupil Premium governor will visit the school 3 times per year to meet the Head teacher and / or Pupil Premium Coordinator to review the progress of those eligible for funding. The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been

used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and published on the school website.

Appeals and Complaints

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose. The panel will only be convened in cases where the matter has not been resolved through the governor's complaints procedure.

Review

This policy will be reviewed every year as part of the school's cycle, sooner in the case of new information, changes and/or legislation.

Reviewed: July 2019

References

Equality Act 2010: <http://www.legislation.gov.uk/ukpga/2010/15/contents> (July 2014)

OfSTED Inspection Framework 2012:

<http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012>(July 2014)

Pupil premium: funding for schools and alternative provision:

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>(July 2014)

Raising the achievement of disadvantaged children:

<https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children>(July 2014)

School funding: Pupil Premium - Commons Library Standard Note:

<http://www.parliament.uk/business/publications/research/briefing-papers/SN06700/school-funding-pupil-premium>(July 2014)

The Pupil Premium: how schools are spending the funding successfully to maximise achievement: <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>(July 2014)

Newfield Primary School:

http://www.newfield.brent.sch.uk/ff_files/Policies/Pupil_Premium/images/PPPolicy_NOV13.pdf(July 2014)

Bangabandhu Primary School: <http://www.bangabandhu.towerhamlets.sch.uk/pupil-premium-policy.html>(July 2014)

<https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings> (September 2014)

<http://www.stjhv.islington.sch.uk/aboutschool/pupil-premium-funding> (September 2014)