



Shardlow Primary School



Pupil Premium Policy

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Part of Willows Academy Trust

Aspire, Achieve, Thrive

Contents

1. Introduction.....	3
2. Context	5
3. Key Principals	7
4. Monitoring and Evaluation	10
5. Reporting and Monitoring	11
6. Review.....	12

Version Control

Version	Date	Author	Changes
V1.1	14.03.2019	K Magner	2.3 Updated barriers for pupils based on school context.
V1.2	16.03.2020	K Magner	Minor amendments to formatting Section 6. Changed responsibility for the review of the policy from Children and Learning committee to Full Governors

1. Introduction

1.1 Mission Statement

Our school is a small school with a big passion for providing a rich, broad and high quality learning experience in a safe, secure environment, enabling all learners to realise their true potential.

1.2 Our Values

The Shardlow Spirits represent the values and behaviours that we expect and promote at our school.

- Independence
- Motivation
- Confidence
- Open-mindedness
- Respect
- Responsibility
- Happiness

1.3 Pupil Premium Statement

At Shardlow we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their true potential. We strongly believe the now widely acknowledged view that reaching potential is not about where you come from but instead about developing the skills to succeed; those of which are reflected in our Shardlow Spirits. Our pupils in receipt of the Pupil Premium face specific barriers to reaching their full potential and at Shardlow Primary School we are determined to provide the support and opportunities necessary to help our Pupil Premium children overcome these barriers.

1.4 Background

The Pupil Premium is a government initiative which 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. The government has used pupils entitled to free school meals (FSM), looked after children, post-looked after children 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.

The attainment gap between disadvantaged pupils and non-disadvantage pupils begins in the early years and is already evident when children begin school aged 5. The gap grows wider at every following stage of education: it more than doubles to 9.5 months by the end of primary school, and then more than doubles again, to 19.3 months, by the end of secondary school. This shows the importance of intervening early and then of continuing to attend to the needs of disadvantaged pupils. (Jan, 2019, Closing the Gap, Education Endowment Fund).

2. Context

At Shardlow Primary School we recognise that the barriers and challenges disadvantaged pupils face are complex and varied – there is no single difficulty faced by all. However it is important that when making decisions about how best to use the Pupil Premium, we are aware of our context nationally, locally and as an individual school.

2.1 National Context

The recent National Social Mobility Plan identifies 5 core ambitions which aims to remove obstacles that could stop people from reaching their full potential. These include;

1. Closing the word gap in early years
2. Closing the attainment gap in school while raising standards for all
3. Creating high-quality post-16 choices for all
4. Helping everyone achieve their potential in rewarding careers

2.2 Local Context

The National Social Mobility plan identifies 12 opportunity areas for dealing with social mobility through education, including our neighbouring local authority: Derby City.

Derby City's local delivery plan sets out the following priorities;

Priority 1: Increase the number of children achieving a good level of development in the early years.

Priority 2: Raise attainment in primary and secondary schools.

Priority 3: Ensure that all our children benefit from a broad range of experiences throughout their school lives.

2.3 Our individual school context

At Shardlow we have a growing percentage of disadvantaged pupils, however when compared nationally this is still a low percentage in total. We have a number of Pupil Premium pupils who live in and or near the border of Derby City and who face similar challenges to those identified in the National Social Mobility plan.

Our small school size means that we have in-depth knowledge of pupils and their needs, challenges and barriers and so can plan a more personalised approach to supporting pupils overcome these.

Over the last 3 years the common barriers identified for disadvantaged pupils are;

Pupils struggle to maintain prior high attainment in Maths, Reading and Writing in Key Stage 2.
Poor development in reading skills including early reading skills such as phonics.
Pupils and their families have recently experienced a change in circumstance which has given rise to social and emotional needs.

Emerging challenges

Childcare fees being too expensive and or lack of childcare provision during school holidays for parents to continue working or start working, thus creating a situation of further disadvantage for the pupil.

3. Key Principals

By following the key principals set out below, we believe we can maximise the impact of Pupil Premium spending.

3.1 Creating a culture of belief

All staff must embrace believe that there are “no limits” to what our children can achieve.

Staff adopt a “solution-focused” approach to overcoming barriers.

Staff support children to develop self-belief through promotion of the Shardlow Spirits.

3.2 Research lead practice

The Headteacher and relevant subject leaders will use external and internal data to identify the progress and attainment of disadvantaged pupils and report this termly to governors.

Where group and or one to one interventions are planned, these will be well researched to ensure effective practice.

3.3 Identification of pupils

All teaching staff are responsible for assessing pupils formatively and providing feedback to relevant members of staff.

All staff are responsible for ensuring they know who the Pupil Premium 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)

3.4 Improving Day to Day Teaching

The Education Endowment Foundation states that that 'good teaching for all pupils has a particular benefit for disadvantaged pupils' (EEF, 'The Attainment Gap', 2017)

The Headteacher and Governors should continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching.

The following have been identified as strategies for improving the quality of teaching and should be used by the Headteacher and Governors to monitor the quality of teaching;

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment practises

3.5 Increasing learning opportunities

The Governors, Headteacher and Office Administrator should maximise the time children have to make progress through monitoring the attendance and punctuality of all pupils.

Comparisons should be made between disadvantaged and non-disadvantaged pupils, data for which should be presented to governors on a termly basis.

The Headteacher should plan interventions and support as necessary.

3.6 Individualising support

At Shardlow Primary we pride ourselves on the in-depth knowledge we have of our pupils and the strong relationships we build with them. In identifying the best approach to removing barriers we believe in an individualised approach. This should be done through;

The Headteacher and relevant staff members should build in-depth knowledge of the child, including the identification of barriers to learning, knowledge of their strengths and values and an understanding of life outside of school.

This information should be identified using information from a range of persons involved with parents, class teachers, external agencies and the children themselves.

Each child should have a one page profile, which is used to store this information.

All staff are responsible for ensuring information about the child is communicated regularly including; achievements, strengths and concerns.

Support will also be individualised through;

Matching the skills of the staff to the interventions they provide,

Working with other agencies to bring in additional expertise

Providing extensive support beyond the school grounds where needed

Recognising and building on children's strengths to further boost confidence

4. Monitoring and Evaluation

The impact of Pupil Premium spending will be monitored in a range of ways including; external and internal data, monitoring pupils' work, lesson observations, learning walks and staff, parent and pupil voice.

Teaching staff will attend and contribute to pupil progress meetings each term and the identification of children is reviewed

Feedback will be given to parents as per the Shardlow Primary School Assessment and Reporting Policy.

The Headteacher will monitor the impact of interventions each term.

The Headteacher, governors and office administrator will monitor the attendance as per section 3.5

Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.

The Designated Pupil Premium Governor will monitor the implementation of the Pupil Premium Strategy.

4. Reporting and Monitoring

The Headteacher and or designated member of staff will complete an annual report of Pupil Premium spends. This report should include;

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data (disadvantaged pupils compare to non-disadvantaged pupils)
- Use of research
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Total PPG (Pupil Premium grant) received
- Total PPG spent
- Total PPG remaining
- A summary of the impact of PPG
- Other evidence of impact
- Implications for Pupil Premium spending the following year

The Headteacher and or designated member of staff will report termly to the governors providing information on the most recent attendance data, attainment and progress data, as well as details of any recent research and or strategies adopted by the school.

5. Review

This policy will be reviewed annually by the Full Governors.

Following the monitoring and evaluation processes set out in section 4, this policy will be revised as required to ensure that it is effective.

The policy will be revised by the Pupil Premium Lead to introduce any changes in regulation and statutory guidance to ensure that it is always up to date.

