

HOO ST WERBURGH PRIMARY SCHOOL AND MARLBOROUGH CENTRE

Pupil Premium Grant (PPG) POLICY



Updated: 1st November 2019

Headteacher: Mrs E Poad
Chair of Governors: Mr I Chappell

To be reviewed every Year

Next review: November 2020

Our Aims

At Hoo St Werburgh Primary School we believe that every child can succeed and that every step on the way to success should be celebrated. As a school we are committed to ensuring every child fulfils their potential, no matter what their circumstances are. We believe that deprivation is not a barrier to academic success, and we have high aspirations for all. It must be acknowledged that children come from varied back grounds, therefore, in order to achieve equity, some children may need additional support to compensate for circumstances and ensure that they reach their full potential.

We use the Pupil Premium Grant to help us achieve the following aspirations:

- Our PPG eligible children make accelerated progress, making better progress than non-eligible children.
- There is no significant gap in achievement between PPG eligible children and their peers.
- Where any gap exists, it is closed over time.

What is Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Introduced in April 2011, the pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for Free School Meals at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. From April 2014 children who are looked after attract a higher rate of funding than children from low-income families - the 'Pupil Premium Plus'. This is to reflect the unique challenges they face at school where they often struggle to keep up with their peers.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. The extra funding is made available to schools to help them narrow the attainment gap that still exists nationally between pupils from disadvantaged and more affluent backgrounds. (Ofsted: The Pupil Premium 2013)

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap and reform to the school performance tables includes new measures that show the attainment of pupils who receive the pupil premium compared with their peers. The school's Data Dashboard also shows these measures.

From 2014 all FS/KS1 children receive a non-chargeable dinner. It is essential that parents still apply for FSM when eligible otherwise funding will not be made available to the school.

At Hoo Primary School and Marlborough Centre we will be using the nationally agreed indicators of those eligible for pupil premium as our target children to 'close the gap' regarding attainment. Each year we complete an evaluative review of this year's spending and a strategy for the upcoming academic year, which complies with statutory requirements and is uploaded on to the school website.

Provision

In order to meet the above requirements, the Governing Body of Hoo Primary School and Marlborough Centre will ensure that provision is made which secures the most effective teaching and learning opportunities to meet the needs of all pupils and to close any gaps.

As part of the provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of all pupils are adequately assessed, tracked and addressed through a range of procedures and processes including Raising Standards meetings and performance targets. The school has tracked the progress of all pupils and pupil groups for a number of years. At the end of 2018 the school successfully exceeded its target of closing the gaps between disadvantaged pupils and their peers at the end of KS2. We are continuing to improve provision for all pupils and track the progress of individuals within this vulnerable group.

We recognise that pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding, we identify our eligible pupils' barriers to learning through consultation with the whole staff team, parents/carers and the children themselves. The range of barriers is wide but can be categorized into three groups: Well-being/Emotional, Motivational/Engagement and Academic/Learning barriers.

Well-being or Emotional barriers:

- Struggling with self-image and self confidence
- Come to school still dealing with recent problems or events within the family home
- Difficulty in making healthy, sustainable friendships or struggle with relationships
- Children suffering from trauma or abuse
- Children sometimes struggle to adjust to change
- Struggling as they are emotionally sensitive
- Struggling to be resilient when things get a little difficult, especially learning

Engagement or Motivational Barriers

- Not aspirational for their future – academically, future prospects and personal
- Some parents struggle to support their child's learning – own learning, fear, engagement, own aspirations and expectations
- Struggling to put their efforts into achieving short term and long term goals
- Not knowing that their efforts are valued by all the important people in their lives
- No value is placed on their education – homework, practice reading, relationships between home and school, communication

Learning Barriers

- Limited, or no, experience of the world beyond their local environment
- Coming to school academically below the national expectation for a child of a similar age
- Coming to school too tired or hungry to concentrate
- Struggling to get to school every day or to be on time every day
- Learning behaviours –struggling to show they are listening, speaking clearly and appropriately
- Children who have special educational needs – learning need, behavioural need, physical need, social & emotional need
- Poor oracy skills
- Struggling to recall key facts (number fluency, key vocabulary,...)

The range of provision

Examples of how schools have successfully implemented the Pupil Premium include:

- Never confusing low ability with eligibility – we have a culture where we believe that all children can achieve, promoting a positive attitude towards learning
- Thoroughly analysing which pupils are underachieving, particularly in English/Maths and why
- Drawing on research evidence to allocate funding

- Recognising that high quality teaching and learning meets the needs of the learner rather than simply relying on interventions to compensate for teaching that is less than good
- Allocating their best teachers to teach interventions or employ teachers who have a good track record in raising attainment in those subjects
- Using achievement data to check whether interventions are working and make adjustments accordingly rather than waiting until the data retrospectively shows it hasn't worked
- Making sure support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve
- Systematically focusing on giving pupils clear useful feedback about their work and ways to improve it
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making for pupils
- Ensuring that the class and subject leaders know which pupils are eligible so that they can take responsibility for accelerating their progress
- Providing well targeted support to improve attendance behaviour or links with families where these are barriers to learning
- Carefully ring-fencing funding

Possible spending

We use evidence-based strategies to ensure that the best educational practice is followed in determining how to spend the school's PPG allocation. We refer to the following sources:

- The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, 2013.
- The Pupil Premium: an update, Ofsted, 2014
- Pupil Premium: Funding and Accountability for Schools, Ofsted, July 2019
- The Education Endowment Foundation Pupil Premium Guide
- The Education Endowment Foundation toolkit
- The Sutton Trust

We then look at which strategies will most effectively support our pupils, once we have identified barriers to learning:

- Individual and small group tuition in English and Maths
- Employing additional teachers and tutors or specialists
- Employing additional support staff and deploying current staff on pupils need basis rather than 'per class'
- Extended targeted teaching outside of usual class time (eg a breakfast provision or after school provision)
- Enrichment activities to engage and inspire
- Improving attendance
- Training to improve the quality of feedback in whole class, small group and individual lessons and through marking
- Training for support staff on specific skilled interventions
- Altering class groups and teaching groups to improve achievement
- Training on independent learning and assessment that supports the consistent improvement of teaching
- Additional resources for pupils at home and in school
- Intensive intervention at a younger age to stop the gap widening

Responsibilities and Accountabilities

The Headteacher has overall responsibility for the academic achievement and emotional well-being of the PPG eligible children.

The Governors are responsible for monitoring the progress of the PPG eligible children and holding the SLT to account.

The Pupil Premium Lead is responsible for the tracking and monitoring of PPG eligible children's progress and sharing this with the headteacher, governors and teaching staff. As part of the role they will:

- review and update of the Pupil Premium Policy on an annual basis;
- ensure that all pupils for pp funding are identified and that staff are aware of who is eligible;
- coordinating the identification of pupils' barriers to learning;
- monitoring academic progress throughout the year;
- challenging staff on how underachievement is being addressed;
- analysing end of year achievement data for pupils eligible for pupil premium and determining priorities for improvement;
- sharing priorities for improvement with the governing body and contributing to pupil premium spending plans;
- writing the school's pupil premium strategy and report;
- monitoring the identification and achievement of the groups of children;

The Teaching Staff (teachers and teaching assistants) are responsible for the day to day teaching and assessment of children, monitoring their academic progress, attitudes towards learning, well-being and behaviour. Any concerns are identified early and shared with team leaders, subject leaders, the PPG Lead. Teachers are held accountable for the progress of all pupils.

Achievement

The attainment and progress of all pupils is monitored on a termly basis. This involves identifying the PPG eligible children separately and giving specific focus to their needs and barriers to learning. Three times a year the Raising Standards meetings will focus on pupils eligible for PPG, discussing their progress and developing plans of action where needed.

The Headteacher and School Business Manager will track the allocation and clearly account for spending of the Pupil Premium funding.

Evaluation of the Policy

The evaluation of this policy is based on the school's success in continuing to 'close the gaps' at key data measures and within year groups as seen in the tracking systems and reports to Governors. We can show where the money has had impact.

Date: November 2019

Review: November 2020