

# **Pupil Premium Policy**



## **Lingdale Primary School**

**...to be the best that we can be.**

**This policy was written October 2018**

**It is due to be reviewed in October 2020**

## Pupil Premium Policy

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.

Pupil premium funding is available to:

- local-authority-maintained schools, including special schools, pupil referral units (PRUs), and voluntary-sector alternative provision (AP)
- special schools not maintained by the local authority (NMSS)
- academies and free schools, including special and AP academies

In the 2017 to 2018 financial year, Lingdale Primary School received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

The grant may be spent in the following ways:

- for the purposes of the school; that is, for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2018; some or all of it may be carried forward to future financial years.

The DfE has given our school the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we recognise that we are accountable for the use of this additional funding.

### Lingdale Primary's Context

Lingdale Primary has 108 children: 88 in mainstream school; 12 in Nursery, 8 accessing 2 Year old provision. It is situated in an area of high deprivation and many children have low starting points on entry to Nursery. Despite this, children from disadvantaged backgrounds make at least good progress at the end of KS1 and KS2.

- 1.8% of pupils in the school are looked after
- 57 % of pupils in the school are currently entitled to FSM or have received free school meals in one or more of the previous 6 years (Ever 6). November 2018

## **Barriers to Learning**

At Lingdale Primary, 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 at removing these barriers, we regularly take the following steps to identify our eligible pupils' barriers to learning:

- **Monitoring and evaluation:** An accurate whole school tracking system is in place and analysed regularly by Head Teacher and Senior Leaders to ensure all children are making at least good progress along a positive flight path.
- Focus on Pupil Premium children and other vulnerable groups
- Half termly Pupil Progress Meetings between Senior Leaders and individual class teachers to discuss the progress of all children and to identify children who are underperforming against their age and potential
- Discussions are held to drill down to the gaps in children's learning and what is stopping them progressing
- Precision teaching systems are established to impact on the progress of underperforming children with extra focus on Pupil Premium children and other vulnerable groups; clear starting points are established, targets for improvement are set and programme of intervention planned
- Senior leaders and classroom teachers monitor and evaluate progress of children having intervention. Maths and English Leads report back to Head Teacher half-termly on the success of interventions and further evaluation and review will be carried out. Children who have not progressed against targets will be evaluated and strategies for improvement identified.

Our most recent audit revealed the following barriers for our pupils:

- Confidence
- Inability to learn within a large group
- Focus and concentration for extended periods of time
- Long term and visual memory i.e. for key word development and reading Familiar words within a sentence
- Regular support from home
- Attitude to learning - Not applying key skills effectively
- Key skills in mental maths
- Key skills in spelling, grammar and punctuation
- Stability

## **Lingdale Primary's Vision**

At Lingdale, we have the highest expectation and aspirations for all our children and the community we serve. To support this, our vision and motto is:

"To be the best that we can be"

We hope to instill this vision deep within our children, to develop a self-belief and a natural motivation for learning. We believe empowering children to want to achieve their best will inspire them to set their own high standards and develop positive attitudes for life-long learning.

As a leadership team and committed staff this vision equates to:

“inspiring children to be talented, aspirational pupils who achieve their full potential”

Our main aim for teaching and learning is:

- To be committed to providing the highest quality provision for teaching and learning; continually evaluating our practices and improving what we do to meet the diverse needs of our children.

As our academy is in an area of high deprivation, this vision and aim is at the centre of everything we do. As a result, we continually monitor our pupils learning, identifying those who require support. We then diagnostically assess the pupil to determine specific gaps in learning and implement a precision teaching tool immediately to close the gaps. We have a particular focus on our disadvantaged children. Our school does not confuse low ability children with the eligibility for Pupil Premium.; although low ability children may benefit from the opportunities funding has brought into school. As a result, the strategic thinking behind how we spend Pupil Premium funding is always driven by the will to accelerate the learning of our most disadvantaged children and to achieve the highest possible standards. In order to achieve this, we incorporate a range of practices and strategies to overcome barriers to learning:

### **Evidence Based Strategies**

At Lingdale Primary, we recognise that best educational practice is informed by research evidence. As such, in determining how to spend our school's pupil premium allocation, we refer to the following sources:

<http://educationendowmentfoundation.org.uk/toolkit/>

[www.pupilpremiumawards.co.uk](http://www.pupilpremiumawards.co.uk)

[The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, 2013.](#)

[The Pupil Premium: an update, Ofsted, 2014-Last updated July 2018](#)

We acknowledge the significant impact that highly effective teaching has on disadvantaged pupils and ensure that we invest our pupil premium funding into our relentless pursuit of consistently, excellent teaching and learning experiences for all of our eligible pupils. We are committed to ensuring that quality first teaching meets the needs of all learners, and aim to ensure that all teaching is never less than good and much is outstanding. Similarly, we recognise that our teaching assistants should be highly skilled and deployed in such a way as to meet the specific needs of individual pupils. Therefore, this investment comprises:

High quality CPD for teachers and enhancing resources; Establishing effective teaching approaches for all teachers including Read Write inc. training for improvements in phonics,

BLAST, reciprocal reading, visits to good and outstanding school for EGPS development. Maths provision; Singapore Maths and effective Numeracy and Literacy in KS1 and KS2, Pie Corbett training for NQT and Early Excellence Network training for EYFS.

High quality CPD for teaching assistants, closely aligned to their specific role in school; Read Write inc. Training and consultancy for best practice, BRP, Fischer Family Trust training for English and Edge Hill and Numicon training for Maths.

Coaching and mentoring for staff at all levels; Head Teacher and SLT coaches and mentors teachers on ongoing support plans as part of the observation and monitoring programme within Performance Management.

Additional staffing to facilitate the delivery of 1:1 and small group tuition. Precision teaching is carefully planned and implemented as a result of the identified needs of children. This has resulted in the employment of extra staff with specific skills to extend our team to meet the needs of our children.

Please look at our Pupil Premium Spending reports to see how our pupil premium funding is spent.

In addition, we acknowledge that pastoral support is essential in ensuring our eligible pupils are 'school ready' each day so that they benefit fully from the high quality teaching and learning offered. This pastoral support comprises:

A school attendance officer

A school counsellor.

A breakfast club

*Pupil Premium Champion*

The pupil premium champion in Lingdale Primary is the Head Teacher. Their responsibilities comprise:

- A review and update of the Pupil Premium Policy on an annual basis;
- Ensuring that ALL pupils eligible for pupil premium funding are identified;
- Ensuring that ALL leaders/teachers and support staff are aware of who the pupils who are eligible for pupil premium funding are;
- Coordinating the regular identification of Lingdale Primary's eligible pupils' barriers to learning;
- Analysing half termly and end of year achievement data for pupils eligible for pupil premium and determining priorities for improvement;
- Sharing priorities for improvement with Lingdale Primary Governing body and contributing to pupil premium spending plans;
- Writing the school's pupil premium development plan
- Monitoring the academic progress of pupils eligible for pupil premium on a half-termly basis and sharing analysis with ALL stakeholders;

- Undertaking termly pupil premium learning walks and book scrutinies;
- Undertaking half termly pupil premium progress review meetings with class teachers
- Coordinating precision teaching timetables with English and Maths Leaders, ensuring that interventions are targeted to the identified needs of pupils eligible for pupil premium;
- Evaluating the impact of pupil premium spending on eligible pupils' achievement and sharing findings with ALL stakeholders;

#### **Roles and responsibilities:**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

#### **The Head and Senior Leadership Team**

The Head teacher and all members of the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school. It will be the responsibility of the Head to include the following information in termly reports for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last term report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving funding
- particular provision, when compared with other forms of support

The Head teacher has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes.

The Governing body will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding.

#### **Teaching and Support Staff will:**

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability';
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive;
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained;
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind;
- keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

### **Governing Body**

The Chair of Governors is responsible for ensuring the implementation of this policy. Our governing body will, at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors 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 gaps in our school and the impact this has had.

### **Identification of disadvantaged pupils**

In order to ensure that Lingdale Primary's vision is achieved, it is essential that all school leaders, teachers and support staff know who our disadvantaged pupils are. Therefore the following steps are taken to ensure ALL pupils eligible for pupil premium funding are identified.

- Lingdale Primary's administrator accesses the DfE's Key to Success website at the beginning of each half term and obtain a list of pupils eligible for pupil premium funding;
- Lingdale Primary's pupil premium champion shares the identified pupils names with teachers on a regular basis.
- Class teachers share the identified pupils names with teaching assistants on a regular basis.

### **Achievement**

The attainment and progress of pupils eligible for pupil premium funding is monitored on a half termly basis. The following steps are taken if a pupil is identified as not making at least 'good' progress:

- Pupil progress meeting between class teacher, subject leader and head teacher to establish why each pupil is not making 'good progress' and to develop a responsive action plan;
- Implementation of action plan;
- Review of progress towards achieving objectives in action plan regularly and modification to provision made, as required.