

Southfields Primary School

Pupil Premium Policy



Date agreed: November 2020

Date for review: November 2021

This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents.

Southfields Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach and has a particular specialism in Speech and Language development.

At Southfields we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential and have experiences and opportunities to support this.

The Government has used pupils entitled to free school meals (FSM), 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Southfields Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the difference' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. 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 mind-sets 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 research (Such as that completed by the Education Endowment Foundation) to support us in determining the strategies that will be most effective

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 by using our leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation
- Increasing learning time of basic skills

We will maximise the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended opportunities for learning

Individualising support

"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

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
- Providing high quality interventions within bubbles
- Working with other agencies to bring in additional expertise (N.B. Due to COVID this may look different to normal)
- Providing extensive support for parents to develop their own skills to support their children's learning within the curriculum
- To manage in times of crisis
- Tailoring interventions to the individual needs of the child
- Recognising and building on children's strengths to further boost confidence
- Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice (*N.B. COVID-19 restrictions will mean that learning walks may be completed remotely in order to protect bubbles*)
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support 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
- Interventions are adapted or changed if they are not working
- We regularly evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT 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
- Analysis of data
- Use of research
- 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
- Total PPG (pupil premium grant) received Total PPG spent
- Total PPG remaining
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditation

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 diminishing the difference for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

COVID 19 Restrictions

Due to the restrictions and difficulties faced as a result of COVID 19, provision will look different to previous years. All staff will ensure that children experience high-quality provision with COVID restrictions considered.

Further learning opportunities (trips, experiences and visits) will be adapted to provide rich experiences in school or virtually (e.g. Children's University, online visits).

As staff cannot cross bubbles, catch up programmes and interventions will be provided by the staff working within each bubble. These will still be delivered by highly-skilled members of staff and tailored to individual needs.

Monitoring will be completed regularly and remotely and staff will continue to communicate. Learning walks may be in the form of a video being shared, via video link or remote discussions.

If isolating, children will have access to remote learning and work packs so as to not disadvantage their education. Computer access will be supported when necessary and where possible (See remote learning policy).

COVID-19 Support

In March 2020 and January 2021, COVID-19 affected education with schools closing their doors to the public with the exception of Key Workers and vulnerable pupils. Instead schools supported pupils in learning from home with online tasks and paper based activities that were sent home. The Sutton Trust recognised the difficulties this could pose particularly for pupils that receive Pupil premium funding. Their research showed that the majority of Pupil Premium children were more likely to suffer as a result of their families being less able to support their attainment and put considerations for schools on their return that these pupils would need further support to bridge the gap between themselves and that of their peers. A suggestion included small group or 1:1 tutoring to support pupils in being ready for their next stage of education in addition to possible holiday schools. This is of high priority and will continue to be for the foreseeable future as pupils transition back into school.