



FRANCHE COMMUNITY PRIMARY SCHOOL & TOTS@FRANCHE Policies & Procedures

Pupil Premium Policy 2018-20

Document management

This document was adopted by the PAW Committee on 24th January 2018

This document is subject to review in January 2020

For clarity throughout this policy the words school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

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Aims:

At Franche Community Primary School we have high aspirations and ambitions for all of our children. Regardless of their starting point, we are determined to ensure every child realises their full potential and is supported to overcome obstacles to achievement. Pupil Premium and Early Years Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background:

The Pupil Premium and Early Years Pupil Premium are a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds often underachieve compared to their 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 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. At Franche we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' 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.

We will provide a culture where:

- Staff adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop a positive attitude to learning and their own success

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 will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All relevant 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
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing better.

We will continue to ensure that all children across the school receive good teaching or better, with increasing percentages of outstanding teaching achieved.

We will do so by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through cross moderation

We will provide additional strategies to support PP and EYPP children to:

- Improve attendance and punctuality
- Provide intervention at the earliest and most effective opportunity
- Extend learning out of school hours

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
- Provide high quality interventions across their phases
- Match the skills of support staff to the interventions they provide
- Work with other agencies to bring in additional expertise
- Provide extensive support for parents to develop their own skills, support their children's learning within the curriculum, and manage in times of crisis
- Tailor interventions to the needs of the child
- Recognise and build on children's strengths to further boost confidence

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
- 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
- Case studies will be introduced and used to 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:

- objectives for the year
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
- social, emotional and behavioural issues
- enrichment beyond the curriculum
- families and community

- an overview of spending
- total PPG (pupil premium grant) and EYPPG (Early Years Pupil Premium Grant) received
- total PPG and EYPPG spent
- total PPG and EYPPG remaining
- a summary of the impact of PPG and EYPPG
- performance of disadvantaged pupils (compared to non-pupil premium children)
- other evidence of impact
- case studies (pastoral support, individualised interventions)
- implications for pupil premium spending the following year

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 and Early Years Pupil Premium funding has been used to address the issue of closing the gap for eligible pupils. This task will be carried out in line with the requirements published by the Department for Education. This policy will also be made available to parents.

Signature:

Date:

Mr M Whitehouse, Chairman, PAW Ctte