



**Greenmount Primary School**

# **PUPIL PREMIUM POLICY**

## **2019-2020**

**October 2019**

**Together, we nurture the future**

## 1 Document Information

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### 3 Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

### 4 Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

### 5 Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

### 6 Use of the grant

- This year our aim is to further increase the percentage of good to outstanding teaching across the school whilst continuing to further develop highly skilled leadership at all levels.
- The initiatives implemented within the last academic year to address quality of teaching have shown impact and will continue to be developed to ensure consistency and improve outcomes further across the school.
- The reviewed roles and responsibilities of the leadership team will continue to focus on embedding high quality teaching across key stages using the flexible pedagogy and positive mind-set to enhance and drive the creative curriculum forward in terms of progression.
- We will continue to raise standards of Reading, Writing and Mathematics across school. We aim to cater for the whole child whilst continuing to increase our attainment and progress measures.
- We are determined to ensure that the percentage of children working at and above Age Related Expectations (AREs) continues to rapidly increase. We will continue to focus on developing our Assessment for Learning practices so we can intervene and support at the point of learning.

- To engage with parents by having information evenings for the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) & Key Stage 2 (KS2). These will inform parents about:
  - What the learning journey of a child looks like in every year group.
  - What the expectations and AREs are in every year group
  - Discussions about how to best support children at home with reading, times tables and homework
  - What a piece of ARE and Greater Depth writing looks like at the end of every year.
  - How to support children using formal methods in maths

## 7 Challenges our pupils face:

- Significant gaps in learning due to the legacy of underachievement.
- Speech and Language development and delay on entry
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- Experiencing physical/emotional difficulties
- Poor attendance/punctuality
- Low aspirations
- Poverty
- Limited opportunities to access life enriching experiences

**At Greenmount, we are determined to create a positive culture in which everyone can reach their full potential. This is achieved through:**

- Leadership intervention from the Senior Leadership Team (SLT), designated Key Stage Leads and Subject Leads to continue to improve quality of teaching, ensure greater consistency in practice and increase the percentage of good to outstanding teaching across the school.
- Earlier intervention in place in years EYFS, Yr. 1 & Yr. 2
- Family Liaison Officer and Attendance Officer in regular communication with SLT, the Special Educational Needs Co-ordinator (SENCo) and teaching staff (attends Key Stage, Emotional Literacy Support Assistant (ELSA) and transition meetings across the school).
- Pastoral Team working closely with Lead DSL and key staff across the school.
- ELSA support provided across the school with referrals made by teaching staff. Impact measured by the ELSA team and monitored by the SENCo.
- Developing the use of targeted activity sessions at break and lunch times in which children can access a quiet and calm environment (to eat and develop social skills whilst eating).

- Higher needs provision continued to close the gap, including additional support in the current Y6 cohort for two days (Higher Level Teaching Assistant (HLTA) – 1:1 & small group support)
- Deputy Head supporting Year 6 classes: small group work with specific focus on reading comprehension and maths problem solving and arithmetic.
- Writing focus: extended writing through the use of rich texts and rich experiences (theatre trips) and providing opportunities to engage children whilst at the same time successfully writing for pleasure.
- Embedding the teaching of spelling through daily targeted teaching and use of No Nonsense Spelling resources to increase writing outcomes
- Embedding of philosophy for children to develop skills as independent thinkers and learners (Big Think and all lessons)
- Development of pupil conferencing to identify barriers to learning for individual pupils
- Development of next step marking/live marking in order to be personalised and have immediate impact
- Focus on the teaching of reading across the school and developing a culture of reading fluently for pleasure (Book clubs for both Key Stages)
- Daily vocabulary teaching to extend children’s communication and language skills (modelled by all adults) to enable children to become effective communicators who engage with and ask questions of society and the wider world
- Focus on making a difference in Year 3 in terms of supporting our Newly Qualified Teachers (NQTs) with additional adults - looking carefully at the cohort and identifying specific individual needs of children with support from the SENCo
- Funding educational trips such as Chichester Festival Theatre (Beauty and the Beast 2017, The Midnight Gang 2018, The Wizard of Oz, 2019) and trips to support and enhance learning within our creative and broad curriculum (residential trips included).
- Additional support for English as an Additional Language (EAL) children with staff attending courses to increase and develop knowledge.

## 8 Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS up to Year 6

Eligible pupils fall into the categories explained below.

### 8.1 Ever 6 free school meals

Ever 6 is defined as pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE’s latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

## **8.2 Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

## **8.3 Post-looked after children**

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

## **8.4 Ever 6 service children**

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

# **9 Roles and responsibilities**

## **9.1 Head teacher and senior leadership team**

The head teacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing body on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

## **9.2 Governors**

The governing body is responsible for:

- Holding the head teacher to account for the implementation of this policy

- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

### **9.3 Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

## **10 Monitoring arrangements**

This policy will be reviewed every year by the Head teacher and Deputy Head teacher. At every review, the policy will be shared with the governing body and staff once reviewed.

This policy should be read in conjunction with the school's Pupil Premium Strategy. Our pupil premium strategy is available here: [www.greenmount.iow.sch.uk](http://www.greenmount.iow.sch.uk) This will give you information on how the school uses the pupil premium within the school.