

# Greenholm Primary School Pupil Premium Policy



Date \_\_\_\_\_ Review Date \_\_\_\_\_  
Signed \_\_\_\_\_ Head Teacher  
Signed \_\_\_\_\_ PP Governor

## Intent

At Greenholm Primary School, we believe the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential. We aim to raise the attainment of disadvantaged pupils and close the gap with their peers and make a significant impact on the education and lives of these pupils.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

## 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 Greenholm 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".

### **PPG allocation rates**

**For the financial year 2020 to 2021, grant allocations are as follows:**

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM' No of Pupils : <b>189</b>	£1345
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA No of pupils : <b>0</b>	£
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order No of pupils: <b>2</b>	£
<b>Service children</b>	<b>Grant amount per pupil</b>

Any pupil in Reception to Year 6 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD No of pupils: 0	£
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## **Objectives**

1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG
2. To narrow the gaps between the education achievement of the PP pupils and their peers
3. To work in partnership with the parents of PP pupils to collectively ensure pupils' success

## **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending and raise the achievement of pupils in receipt of the PPG

### **Building Belief**

We will provide a culture where:

- Teaching and learning opportunities meet the needs of all the pupils including able children so they exceed age related expectations
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers and support children to develop high aspirations to achieve their best in learning at school and at home

### **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 and their year groups and classes and use this information to address inequalities, as far as possible between the vulnerable and non-vulnerable pupils
- We will 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 effective support to close the gap and support pupils to achieve

### **Improving Day to Day Teaching**

We will continue to ensure that all children across the school receive good and better teaching, through:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking,
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD
- Improving assessment through moderation

- Increasing learning time of basic skills and closing gaps

### **We will maximise the time children have to “catch up” through:**

- Improving attendance and punctuality
- Providing earlier and focussed interventions to close gaps
- Extended opportunities for learning
- Ensuring good learning behaviours are implemented in all lessons

### **Individualising support**

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 and discuss the next steps
- Providing high quality interventions
- Working with other agencies to bring in additional expertise (N.B. Due to COVID this may look different to normal)
- providing 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
- Providing an enriched curriculum which has impact on the education and life chances of these pupils

**In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing effective interventions for set periods of time to support children to close the gaps**

### **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
- 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 and asks challenging questions

### **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
- 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, outside agency moderation and evaluation

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. online visits, ).

Catch up programmes and interventions will be provided by the staff in compliance with Co-vid rules. These will still be delivered by highly-skilled members of staff and tailored to individual needs.

Monitoring will be completed regularly and staff will continue to communicate about the progress and needs of the pupils

Learning walks and observations will continue in compliance with Covid- rules

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 pupil's transition back into school

### **Appeals**

**Any appeals against this policy will be through the Governors complaints procedure.**