

FULWELL JUNIOR SCHOOL



POLICY FOR THE DEPLOYMENT OF PUPIL PREMIUM FUNDING

January 2017 Update

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months by the Local Authority, and children of service personnel.

Funding Bands 2016-17:

FSM Children	£1320 per pupil
Looked After Children	£1900 per pupil
Children Adopted from Care	£1900 per pupil
Service Children	£300 per pupil

Accountability

The Government believes that Head Teachers and school leaders should have the freedom to spend the Pupil Premium in a way in which best supports the raising of attainment for the most vulnerable pupil. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the most relevant OFSTED inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the reports for parents that schools now have to publish online

Principles:

At Fulwell Junior School, we are committed to delivering a programme of support that enables attainment gaps to be easily identified, reviewed and narrowed. We will do this by the following means:-

- Ensuring teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring the needs of socially disadvantaged pupils are adequately addressed.
- In making provision for socially disadvantaged children, we recognize that not all pupils in receipt of free school meals will be socially disadvantaged. We will also recognize that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- In order not to disadvantage any pupil or draw attention to the minority of pupils to whom this applies, we reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identifies as being socially disadvantaged.
- Pupil Premium will be allocated following an analysis of need, identifying priority classes, a group or individual children. The funding will be used to target interventions across the course of the school year.

Provision:

- We shall identify, on entry to school, those children who meet the FSM/Ever6 criteria and thus the Pupil Premium;
- We will ensure this information is passed to Class Teachers and Subject Leaders, to enable attainment progress to be monitored and accelerated where appropriate;
- We shall thoroughly analyse which pupils are underachieving in the core subjects of English and Maths, and why;
- We will allocate staff to intervention groups with the expertise to improve standards in Maths and English, particularly those staff who have a successful track record in raising attainment;
- We shall ensure there is a constructive programme of performance management to establish that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good.
- We will consider impacts such as reducing class sizes to accelerate learning, providing small group work sessions with an experienced teacher or Teaching Assistant focussed on overcoming gaps in learning, or 1:1 support.
- We shall fund children to participate in enrichment topics such as music lessons, educational visits, and give consideration to full or partial subsidy of the annual residential visit to Derwent Hill (dependent on funding and numbers).
- All our work through Pupil Premium will be aimed at accelerating progress, moving pupils to at least age related expectation. This will be predominantly in English and Maths.
- Resources may also be targeted at supporting able pupils in receipt of free school meals to achieve an above expected level of attainment.

- Children who attract funding through other sources will have their own provision maps, and will not necessarily be supported by Pupil Premium funding (for example high needs SEN funding).

Tracking Progress:

Achievement data will be robustly analysed to check whether intervention programmes are working; where progress 'flat-lines' alternative techniques and interventions will be considered and implemented, rather than just using the data retrospectively to see if something has worked.

We will use the tracking data intelligently to analyse underachievement of individual pupils, whilst linking this to any patterns of underachievement in the school as a whole.

We will review the correlation between giving children clear, useful feedback about their work, and how they can improve it, to raising attainment levels. We will identify methods of teaching children ways to motivate themselves, and how to plan, monitor and evaluate their own learning.

We will also consider other barriers to pupil learning, including:

- the robust analysis of attendance data
- behaviour
- family circumstances
- access to learning resources outside the classroom
- the link between low attainment and SEN where the cohorts overlap

Pupil Premium funding can then be targeted to specific support strategies including:

- intervention programmes; for example *Lexia*,
- regular class based assessment
- small group learning and one-to-one support
- implementation of pastoral intervention where difficulties in emotional and social integration, low confidence and peer detachment are impacting on children achieving their true potential. This may involve collaboration with peer mentors where disaffection and disengagement traits have been identified, or the deployment of staff for social inclusion work.
- ongoing training for Classroom Assistants to ensure they thoroughly understand their role in raising attainment, and can work collaboratively with the class teacher in identifying individual learning needs.
- Regular review of the *impact* of classroom support, to ensure Classroom Assistants are placed where most needed to help children progress, rather than spreading them evenly among classes.
- Weekly management time for Deputy & Assistant Head Teachers to ensure progress data is effectively monitored, including the

implementation of new learning strategies and feedback to other staff in how to raise attainment.

- Training and research time for subject leaders, to ensure new techniques in classroom practice and good quality resources can be harnessed to raise attainment.
- Training and support to the Governing Body, to ensure all stakeholders have a clear vision of how Pupil Premium funding is to be allocated, the success criteria and longer term impacts; this will include regular discussion and challenge as part of termly meetings and feedback from the Head Teacher as to how attainment is being tracked and raised.
- Consideration of how funding can be used to extend pupils experiences and skills beyond their academic gains. This may include the funding of residential visits, or access to extra curricular activities.
- Collaboration with our feeder schools to ensure low attainment is identified before transition, enabling support programmes to be introduced from admission onwards. Vulnerable children will also be identified from Year 1 and close liaison will take place between our SEN/Inclusion practitioners and those of the feeder school to establish clear support objectives.
- Family support to access resources outside the classroom.

Reporting:

A comprehensive Pupil Premium strategy will be published annually on our website and a Link Governor will be identified to work with the Head Teacher to evaluate the effectiveness of spending.

Funding impacts will be monitored and evaluated to enable us to effectively assess how we are maximising achievement, which strategies are having the most successful impact, and how progress can be maintained year on year.

It will be included within the School Development Plan as a link to attainment, with a longer term view of how we best meet the needs of all pupils irrespective of their background.

We shall produce anonymised statements of progress as evidence of how we are working towards narrowing the gap for socially disadvantaged pupils. This will be reported to the Governing Body at least annually and shared with parents on the school website.