

**STANWELL FIELDS C OF E PRIMARY SCHOOL**  
**PUPIL PREMIUM POLICY**



People responsible: SLT and all teachers

Date reviewed: November 2016

This policy will be reviewed: Each Autumn Term

A handwritten signature in black ink, appearing to read 'A. Baulch', written over a light blue horizontal line.

Adopted by governors:

Date: 08/11/16

### **School Vision**

**To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.**

At Stanwell Fields we are committed to creating a high quality, safe, encouraging but challenging learning environment which values everyone ensuring that every child achieves their full potential.

We ensure that pupils meet their potential by:

- Striving to ensure that teaching is consistently good or outstanding
- Ensuring that teaching and learning opportunities meet the needs of all of our pupils
- Ensuring that the needs of pupils belonging to vulnerable groups are assessed and addressed through appropriate and good quality provision (including pupils who may not otherwise fulfil their potential because of social disadvantage or deprivation)

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

### **Aims**

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching & Learning Policy), supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervene in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

## **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.

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.

## **How we use Pupil Premium Funds:**

In deciding how to use our pupil premium funding to support socially disadvantaged pupils:

- We will support any pupil or groups of pupils the school has identified as being socially disadvantaged.
- We will use interventions which the school's experience and wider research evidence shows are effective in combating the effects of social disadvantage and deprivation for these pupils, including interventions which may incidentally benefit other pupils (for example small group tuition where not all the pupils involved are socially deprived).

We recognise that not all pupils who are socially disadvantaged will be from families who are registered for free school meals. We know that many of our pupils come from families who struggle with low incomes but are just above the threshold for free school meals, and that others are affected by other forms of social disadvantage and deprivation eg through difficult family circumstances; others who could qualify for free school meals may choose not to apply.

## **Types of Intervention/additional provision**

The interventions which are being or have recently been used in the school to counter the effects of social deprivation include:

- individual one to one tuition from an experienced teacher.
- small group work from an individual teacher or a trained learning support assistant.
- specific programmes to address identified deficits in numeracy and literacy.
- Carol Leighton our Home School Link Worker who can help parents address wider family problems which may be affecting their child(ren)'s education
- enabling children to attend after school and holiday provision where this will promote and maintain continuity of learning
- support for children who could not otherwise attend day or residential school trips to
- enrich their learning opportunities
- specific programme to address social and/or emotional issues such as Pyramid club or ELSA (Emotional Literacy Support Assistant)

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
- Matching the skills of the support staff to the interventions they provide
- Providing extensive support for parents
  - to support their children's learning within the curriculum

- to manage in times of crisis
- Tailoring interventions to the needs of the child
- Recognising and building 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 half 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 are used to evaluate the impact of pastoral interventions, such as on **attendance and behaviour**
- A designated member of the SLT (Inclusion Manager – Julie Perry) maintains an overview of pupil premium spending
- A governor (Jacquie Banthorpe) 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 mental health 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)
  - 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 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.