Pennyhill Primary School
Pupil Premium Policy

Aims:
At Pennyhill, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. 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 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. This fixed amount of money is expected to increase every year for the course of this current parliament. At Pennyhill 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'.

Key Principles
By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief
We will provide a culture where:
- staff believe in all children
- there are 'no excuses' made for underperformance
- staff adopt a 'solution-focused' approach to overcoming barriers

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
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils
We will ensure that:
- Teaching staff and support staff are involved in the analysis of data and identification of pupils
- 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 support for those children who could be doing even better

Improving Day to Day Teaching
We will continue to ensure that all children across the school receive consistently good teaching, with increasing percentages of outstanding teaching achieved by using our SLT to:
- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through moderation

Increasing learning time
We will maximise time with children through:
- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

Individualising support
We will ensure that the support we provide is effective by:
- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Using AHTs to provide high quality interventions and support where appropriate
- Matching the skills of the support staff to the interventions they provide
- Providing relevant training to support the effective delivery of interventions
- Working with other agencies to bring in additional expertise
- Providing support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile
In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation
We will ensure that:
- A wide range of data is used – attainment and progress data, pupils' work, observations, learning walks 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
- Termly feedback about performance is given to parents, children receive daily feedback
- Interventions are adapted or changed if they are not working
- 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:
- Information about the context of the school
- Objectives for the year
- Nature of support and allocation

- An overview of spending
- Summary of the impact of the pupil premium grant

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.