

South Bank Primary School

Pupil Premium Grant (PPG) Policy 2016



Mission Statement and Aims

At South Bank Primary School we celebrate success and are committed to ensuring every child fulfils their potential, no matter their circumstances. We strongly believe that deprivation is not a barrier to academic success and have high aspirations and ambitions for all our children. We recognise that our children come from varied back grounds, therefore in order to achieve equity, some children may need additional support to compensate for home circumstances and realise their full potential.

We use the PPG to help us achieve the following aspirations:

- Our PPG eligible children achieve higher standards on average than non-PPG eligible children nationally.
- There is no significant gap in achievement between PPG eligible children and their peers.
- Where any gap exists, it is closed over time.

What is the Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. In the 2016 to 2017 financial year, South Bank Primary School received £176,660 in funding to support;

- each child registered as eligible for free school meals at any point in the last 6 years children in Local Authority Care
- children with parents in the armed forces
- The DfE has given our school the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

School Context

The school is slightly larger than average for a primary school with approximately 240 children on role.

Schools are assigned a deprivation indicator using the Index of Multiple Deprivation to help rank the relative deprivation of the area in which the children attending the school come from.

South Bank Primary School has a deprivation indicator of 0.54, meaning we are amongst the ten percent most deprived areas in England

The school is made up of children from a range of backgrounds including:

- 64% of pupils who receive free school meals (FSM)
- 1.7% of pupils who are looked after by the Local Authority
- 50% of pupils who have received free school meals in one or more of the previous 6 years (Ever 6)
- 0.4% of who are from service families

Barriers to Learning

We recognise that pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding at removing these barriers, we regularly take the following steps to identify our eligible pupils' barriers to learning through consultation with the whole staff team, parents/carers and the children themselves. The range of barriers is wide, but can be put into three groups: Emotional, Motivational and Learning barriers.

Our most recent audit revealed the following barriers for our pupils:

Emotional barriers

- Struggle with self-image and self confidence
- Come to school still dealing with recent problems or events within the family home
- Difficulty in making healthy and sustainable friendships or struggle with relationships with peers
- Children suffering from trauma or abuse
- Children sometimes struggle to adjust to change - worry about what their next class or next school will be like
- Some children are emotionally sensitive

Motivational Barriers

- Difficulty in being aspirational for their future – academically, future jobs & prospects, community, family and personal
- Some parents struggle to support their child's learning – own learning, fear, engagement, own aspirations and expectations

- Children who struggle to put their efforts into achieving short term and long term goals
- Children need to know that their efforts are valued by all the important people in their lives
- Value is placed on their education – homework, practice reading, parental consultation, relationships between home and school, communication

Learning Barriers

- Limited, or no, experience of the world beyond their local environment
- Some children come to school academically below the national expectation for a child of a similar age
- Struggle to be resilient when things get a little difficult, especially learning
- Come to school too tired or hungry to concentrate
- Struggle to get to school every day or to be on time every day
- Community behaviour and expectations
- Learning behaviours – children sometimes struggle to show they are listening, speaking clearly and appropriately, show they are putting in maximum effort and engagement in activities
- Children who have special educational needs – learning need, behavioural need, physical need, social & emotional need
- Sometimes children struggle to be organized for the day ahead
- Children suffering from an ongoing health problem

We overcome these barriers thorough:

A **culture** where:

- staff believe what ALL children can achieve
- there are no excuses for underachievement
- staff adopt a solution focused approach to overcoming barriers
- staff promote a positive attitude towards learning
- staff plan and deliver experiences and activities that take account of, and begin to close, the 'experiential gap'.

Analysis of data that ensures:

- all staff, including governors, are involved in the analysis of data and are aware of the relative performance of children eligible for PPG
- PPG eligible children at the risk of underachievement are identified early
- more able PPG eligible children are appropriately supported
- all staff are aware of who is eligible for PPG
- all children eligible for PPG will benefit, not only those who are underachieving
- children's specific barriers and needs are taken into account
- evidence based strategies are used to recognise the best educational practice is followed in determining how to spend the school's PPG allocation. We refer to the following sources:
 - The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, 2013.
 - The Pupil Premium: an update, Ofsted, 2014
 - The Pupil Premium Awards
 - The Education Endowment Foundation toolkit
 - The Sutton Trust

Quality First Teaching

We are determined that all children across the school receive teaching that is no less than good, and often outstanding. All staff are expected to:

- set high expectations
- be accountable for the progress of the children they teach
- identify and address variation in achievement
- moderate work within teams and across teams within the Aspire learning Partnership Trust
- the delivery of a relevant, interesting curriculum in a motivational way
- reward high standards of effort
- challenge apathy or reluctance
- engage parents and involve them in their child's learning
- develop their practice through high quality CPD
- engage with the local community, local businesses, agencies, experts and former pupils to develop motivation and aspiration
- personalised learning, targeting gaps in knowledge and understanding for ALL children, but with particular focus on PPG eligible children.
- Refer children to the PPG teacher if a small group focus is needed.

Emotional support

Lead by the Pastoral Co-ordinator, the school recognises the additional emotional and social needs that many of our PPG eligible children have. We offer support through:

- A fully trained counsellor
- A learning and behaviour mentor
- Trained mentors amongst the teaching staff
- Flexibility of approach to support children in crisis

Increasing learning time

All staff strive to ensure that productive learning time is maximised through:

- improving attendance and punctuality
- efficiently and effectively dealing with poor behaviour
- extended school day – breakfast club, lunchtime activities, after school clubs, summer school

Roles, Responsibilities and accountability

The **Headteacher** has overall responsibility for the academic achievement and emotional well-being of the PPG eligible children.

The **Governors** are responsible for monitoring the progress of the PPG eligible children and holding the SLT to account.

The **Pupil Premium Champion** is responsible for the tracking and monitoring of PPG eligible children's progress and sharing this with the headteacher, governors and teaching staff. As part of the role they will:

- review and update of the Pupil Premium Policy on an annual basis;
- ensure that ALL pupils eligible for pupil premium funding are identified;
- ensure that ALL staff are aware of who the pupils who are eligible for pupil premium funding are;
- coordinating the regular identification of pupils' barriers to learning;
- monitoring academic progress throughout the year;
- challenging staff on how underachievement is being addressed;

- analysing end of year achievement data for pupils eligible for pupil premium and determining priorities for improvement;
- sharing priorities for improvement with the governing body and contributing to pupil premium spending plans;
- writing the school's pupil premium action plan
- monitoring intervention timetables, ensuring that interventions are targeted to the identified needs of pupils eligible for pupil premium;
- monitoring the identification and achievement of the groups of children who access the PPG teacher
- evaluating the impact of pupil premium spending on eligible pupils' achievement and sharing findings with all stakeholders;

The **Teaching Staff** (teachers and teaching assistants) are responsible for the day to day teaching and assessment of children, monitoring their academic progress, attitudes towards learning, well-being and behaviour. Any concerns are identified early and shared with team leaders, subject leaders, the PPG teacher or the PPG champion.

Achievement

The attainment and progress of all pupils is monitored on a half termly basis. This involves identifying the PPG eligible children separately and giving specific focus to their needs and barriers to learning. The following steps are taken if a pupil is identified as not making at least 'good' progress:

- Pupil progress meeting between class teacher, relevant teaching assistant(s) and the pupil premium champion to establish why each pupil is not making 'good progress' and to develop a responsive action plan;
- Implementation of action plan;
- Review of progress towards achieving objectives in action plan

Intervention Impact Measurement

In order to ensure that pupil premium funds positively impact on eligible pupils' achievement, we recognise that it is essential to evaluate the effectiveness of any intervention, initiative or strategy that pupil premium funds. This is a difficult process as children may be accessing several interventions at once, or may be experiencing a change in circumstances at home that effect progress. Therefore, it is very difficult to accurately ascertain the exact impact of each intervention. However, to gain a broad picture of impact, the following steps are taken:

- average progress is monitored to evaluate effectiveness
- this is compared to the cost of the initiative
- the specific need of the children are considered
- the skills of the staff involved are evaluated

From this a judgement can be made about the effectiveness and value of the initiative.

Pupil Premium report

The school will produce an annual Pupil Premium report statement, which complies with statutory requirements and is published on the school's website.