

Pupil Premium Policy

Definition

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free school's meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers.

The grant was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupil and closing the gaps with their peers
- Supporting children and young people with parents in the armed forces
- Providing funding for looked after children

2 Statement of intent

At Netherton Infant School we have high expectations of all our learners. We expect our children to achieve academically through the promotion of high standards, and aim to give them the best start in life by ensuring their social and pastoral needs are met. We recognize that children from disadvantaged backgrounds deserve the same success and life chances as their peers and will prioritise providing additional support in order for them to fulfill their potential. We will use our PP funding to help our disadvantaged lower attainers to make good progress, as well as stretching our more able disadvantaged pupils to exceed age related expectations. We acknowledge that not all of our FSM eligible and Ever 6 children are socially disadvantaged whilst at the same time acknowledging that there are children who are not eligible for FSM but are at risk of underachieving.

Our pupil premium grant will be used strategically to:

- Raise attainment of our disadvantaged children
- Make an impact on the education and life chances of children in receipt of PP funding

- Work together with parents and carers to ensure achievement
- Create a suitable learning environment to enhance learning

This policy outlines the amount of funding available, as well as our whole school's approach and procedures which ensure the funding is distributed correctly.

3. **Effective ways to support disadvantaged pupils achievement**

In accordance with NFER research, we recognize the seven building blocks of success:

1. Whole School Ethos of attainment for all
2. Addressing behaviour and attendance
3. High quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data driven and responding to evidence
7. Clear, responsive leadership

As a school, we have used this research, as well as the EEF/ Sutton Trust Teaching and Learning Toolkit, to support us in developing a whole school approach to help disadvantaged pupils to achieve their potential. The whole school approach has been developed by all teaching staff.

5 **Whole school approach and strategies**

Whole School Ethos of Attainment for All

-At Netherton Infant School we have **high expectations** for all. Staff work closely together to ensure all pupils succeed and develop positive attitudes to learning. **Positive attitudes** to learning are instilled from an early age with Reading Superheroes, Workers of the Week and Maths Whizzers from the Foundation Stage through to Year 2. These

are awarded every week in Celebration Assembly. There is a 'can do' attitude within the school.

-Issues are seen as barriers to be overcome - not excuses for poor attainment or lack of progress. **Barriers to learning** are identified for all of our children, including our disadvantaged pupils. Barriers to learning are identified from data analysis (as well as an understanding of our school's context) and are addressed as priorities in both our development plan and separate Pupil Premium statement. All staff are made aware of barriers for learning for individual pupils. Risk factors for underperformance for our school have been identified.

-A focus on disadvantaged pupils runs through the school. Staff training around pupil premium is a **priority**. All staff are made aware of who our PP children are and what potential barriers to learning there are for individuals. All staff contribute to the strategies used in school to support our disadvantaged pupils. All staff know what the **intended outcomes** are for our disadvantaged pupils. Staff are involved in the tracking and assessment of our PP children, and aware of their accountability. There is a focus on raising the attainment of our disadvantaged children in our school's self-evaluation, including lesson observations, performance management and work scrutiny.

-**Governors** are strategically involved and well informed. Our governors hold us to account for our school's performance for all pupils, including disadvantaged pupils. Governors know about the use of our pupil premium funding and ensure its **effectiveness**.

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Addressing Behaviour and Attendance

-Our school has clear and effective **behaviour strategies**. Staff and children are made aware of behaviour policies and procedures. All pupils follow our School Rules. We ensure equality and fair treatment for all. Positive relationships are quickly established and are based on mutual respect. Effective interactions between teachers and pupils enable **early and quick interventions**.

Attendance is monitored closely and strategies are in place to communicate the importance of good attendance. Attendance of pupils who receive PPG is closely **monitored**. We aim for the highest possible attendance of over 95%.

-Poor attendance is **followed up swiftly**. We have a first day phone call protocol. Weekly attendance reports are analysed (including pupil premium and non-pupil premium

comparatives) and **appropriate actions** are taken. Weekly attendance is shared in assemblies. Class with the best attendance of the week is given a golden star the first class to achieve 5 gold stars then can choose a special reward for the class. Termly Red, Amber and Green letters go out to all parents.

High Quality Teaching For All Meeting individual learning needs

-Our school is working to improve results for disadvantaged pupils. In order for them to do so, our staff carefully plan **engaging lessons** with **clear expectations**. Teachers plan to meet individual needs, to extend on previous knowledge, skills and understanding. Our curriculum is **varied** and children's interests are taken into account.

-A sharp focus on learning and expected progress within each lesson supports **well targeted feedback** so pupils are motivated and know how to improve.

- In writing, our disadvantaged higher attainers work 1:1 with teachers and TA's to review their work, provide feedback and improve their writing.

-Teachers are well trained and confident and have a very good understanding of pedagogy. Quality first teaching is supported by **CPD** and given **high priority**. Data analysis informs our priorities for CPD.

-Barriers for learning are identified for each child in our school, with a specific focus on our disadvantaged children. Barriers to learning and individual data is used to identify the specific needs of each pupil. We make use of **researched strategies**, including EEF and NFER, to overcome barriers.

Deploying Staff Effectively

-Our staff work closely with each other with a passion for achievement.

-A member of staff has been designated as a '**Pupil Premium Lead**' to drive the raising of standards of PPG recipients. A **governor** is assigned to strategically monitor the use of Pupil Premium funding and hold us to account for the progress and standards of our PP children.

-Leaders are aware of the strengths of each staff member and staff are deployed so they have the greatest impact on the outcomes for pupils. We particularly use our **TA's strengths** to fit needs.

-Where interventions are necessary, these are run by appropriately trained staff. There is **close liaison** between staff. Staff are held to account for pupil progress, through the use of **performance management** and **regular pupil progress reviews**. The progress and attainment of PP children is reviewed during pupil progress meetings

-Disadvantaged pupils progress is reviewed at least half termly and interventions are adapted swiftly.

Data driven and responding to evidence

- Staff and governors are aware of **trends** and **patterns** in data. The information it provides is well used and plays a strong part in raising achievement. **Data** is used to identify **underperforming** disadvantaged children.

-Staff, including governors, understand the **implications** arising from data and take **appropriate actions**. These actions can be seen in the school development plan. There is a pupil premium **action plan** with clear priorities and outcomes.

-Teachers know how the data for their class compares with **age related expectations** for their year group and use the school's robust tracking system to monitor standards and progress. Teachers also set start of progress targets for the children and review them termly (half termly for PP children). Data is collected to provide evidence of **impact** of any improvement/intervention strategies

-Planning is adjusted to improve progress, address low performance and stretch our higher attainers.

-Staff **moderate** within school to ensure **consistency** of expectations of standards, and moderate regularly with a partner school, ensuring confidence in judgements.

- When carrying out a work scrutiny, subject leaders will monitor the progress of all pupils but will give separate **feedback** on the **progress** of PP children.

-Marking and feedback is **meaningful**. Pupils are provided with frequent feedback through daily marking and effective, immediate dialogue with an adult or peer. Children know how to improve their work.

-Teachers have **handover meetings** at the end of the academic year to give new teachers an insight into their new children. This includes information about progress and attainment, achievements, interests, learning styles, and barriers to learning.

Clear responsive leadership

-The Headteacher **consults** with senior leaders, governors, staff and parents in deciding how funds are spent. Pupil premium grant **funds** are clearly identifiable in the school budget.

-Leaders respond quickly and decisively to provide **early intervention**. Staff are **deployed** to meet individual needs as soon as they are identified.

-Governors are well informed and understand the data so they can set clear objectives to narrow the gaps.

-Leaders at all levels take part in a wide range of **professional development** activities

-Actions planned to improve pupils' achievement are informed by researched evidence.

-The school self-evaluate how the pupil premium grant impacts on the outcomes for disadvantaged pupils.

6 Reporting

-The school will monitor, evaluate and review the success of the impact of PPG funding, in terms of improving educational outcomes and cost effectiveness.

-The head teacher will report at least annually to the governing body and parents/carers on how effective PPG spending has been and what impact has been made.

-Senior leaders and subject leaders will provide information regarding pupil progress and attainment to staff.

-Information regarding PPG spending will be published on the Netherton School website.

-Pupil progress and attainment (including SEND children in receipt of PPG) will be reported to parents and governors.

7 Barriers to learning

When identifying barriers to learning, we consider the following for individual children and cohorts:

- If the child remains on FSM
- If the child is registered as SEND
- If the child is looked after or adopted from care
- If the child has been subject to a safeguarding plan, has been a child in need, or is receiving Early Help
- If the child has received social and emotional support such as nurture, mentoring, counselling, mental health support
- If the child is from a single parent family or has separated parents, including bereavement
- If the child is from a larger family with a large number of siblings

Our school's typical barriers are as follows:

- Difficulties such as poor housing and low income
- Unsupported learning habits at home e.g. the home may lack resources for learning and pupils may not have had reading modelled to them. The children may not have adequate support for homework.
- Pupils may have family circumstances or expectations that impact negatively upon their learning and ability to take up extra-curricular opportunities.
- Social and emotional issues resulting in low confidence and self esteem
- Attendance: Pupil Premium attendance is lower than their non-pupil premium counterparts in school.

8 Monitoring and evaluation

The head teacher will be responsible for reviewing this policy annually.