

# Amington Heath Primary School and Nursery

## Pupil Premium Policy



AMINGTON HEATH  
PRIMARY & NURSERY

### Original Policy Consultation

Headteacher/Senior Leadership/Governors/Cluster Schools		
FGB Approval		
Review Date		
Signed:		
Chair of Governors		

### Aims:

At Amington Heath Primary School and Nursery, 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, and 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 in order to support these pupils in reaching their potential.

**The Government has used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals over a rolling six year period. This fixed amount of money is expected to increase every year of the course of this current Parliament. At Amington Heath Primary School and Nursery we will be using the indicator of those eligible for free school meals as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.**

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools 'are free to spend the pupil premium as they see fit' DfE 2011. The Government however is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Eligibility for the Pupil Premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals Measure).

### The active involvement of Governors

- Governors will be fully involved in deciding on the way in which the Pupil Premium funding will be best allocated to close the gaps in attainment between PPP's and Non PPP's.
- Require a clear policy to be written about the Pupil Premium and will contribute to its content.
- Be committed to ensuring that every pupil irrespective of starting point or background, achieved their potential, and used this principle to drive every discussion about the Pupil Premium.
- Ask challenging questions about how effective each action funded by the Pupil Premium was being in improving achievement. We will tell parents what the PP is being spent on, and how well this is working.

### Provision

In order to meet the above requirements, the Governing Body of Amington Heath Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

In making provision for PPP's, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

### 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
- staff support children to develop "growth" mindsets towards learning

#### 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:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL 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 if....."

#### Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Senior Leadership Team 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 the time children have to "catch up" through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours
- Easter holidays

#### Individualising support

*"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."*

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
- Using team leaders to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

- Beanstalk and Age Concern - volunteer readers
- Providing extensive support for parents
- to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)

### Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely 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 - 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 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
- The Headteacher maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

### Reporting

It will be the responsibility of the Head teacher, to produce a termly report for the Governing Body as an attachment to the Head teacher's Report, to include:

- The progress made towards narrowing the gap, by year group, for Pupil Premium Pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost of effectiveness, in terms of the progress made by the pupils
- Receiving a particular provision, when compared with other forms of support.

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 closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education

### Success Criteria

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan.