

## **Sandhills School Pupil Premium Policy**

### **Aims**

#### **As a school, we aim to:**

- ensure effective use of our Pupil Premium funding so that disadvantaged and vulnerable pupils achieve the highest levels of attainment and progress
- minimise the barriers to learning and achievement and narrow the attainment gap
- ensure Teaching Assistants are highly trained and understand their accountability for children's achievement
- ensure parents and carers are kept informed on spending the Pupil Premium agreed by governors via the school website
- monitor and evaluate of the impact of each aspect of spending on the outcomes for children.

### **1. Introduction**

- 1.1. The Pupil Premium is a Government initiative that was introduced in April 2011. It was allocated to schools for children from low-income families who were known to be eligible for free school meals. Eligibility for the Pupil Premium for 2012–13 was extended to children who have been eligible for free school meals at any point in the last six years. Schools also receive a smaller amount of funding for the children of service personnel and Looked After Children (LAC).
- 1.2. Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support children from low-income families and the other target groups. New measures have been included in the performance tables that show the achievement of pupils who attract the Pupil Premium.
- 1.3. The Governing Body closely monitor the impact of the school's decisions in relation to the progress the Pupil Premium group of children make throughout the school year and year-on-year. In addition, Ofsted hold the school to account for the effective use of funds and progress that Pupil Premium children make.

### **2. Principles for Allocating Funding**

To ensure Pupil Premium funding is spent successfully to improve achievement we will:

- 2.1. carefully ring-fence funding so that it is spent on the target group of children;
- 2.2. never confuse eligibility for the Pupil Premium with low ability, with a focus on supporting disadvantaged children to achieve the highest levels;
- 2.3. thoroughly analyse which children are underachieving, particularly in English and mathematics, and why;
- 2.4. draw on research evidence and evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement;

- 2.5. ensure that teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- 2.6. where possible, allocate teachers to teach intervention groups to improve mathematics and English;
- 2.7. use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something had worked;
- 2.8. ensure support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;
- 2.9. systematically focus on giving children clear, useful feedback about their work, and ways that they could improve it;
- 2.10. ensure that a designated senior leader has a clear overview of how the funding is being allocated and the difference it makes to the outcomes for children;
- 2.11. ensure that class and subject leaders/co-coordinators know which children are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress;
- 2.12. provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning;
- 2.13. have a clear and robust appraisal system for all staff, which include discussions about children eligible for the Pupil Premium in appraisal meetings;
- 2.14. involve governors in the decision making and evaluation process; and
- 2.15. monitor and evaluate the impact of each aspect of spending on the outcomes for children.

### **3. Provision**

- 3.1. At Sandhills, our focus is on high quality teaching, rather than relying on interventions to compensate.
- 3.2. Pupil Premium funding is targeted at accelerating progress to support children to at least age related expectations. Examples of the use of the Pupil Premium in Sandhills are:
  - Providing pastoral care through our Learning Mentor to support children's social and emotional development
  - Subsidising or paying for educational trips and residential visits
  - Funding additional Teaching Assistant time and resources for specific intervention programmes and pre-learning
  - Booster groups for Year 6 pupils
  - Supporting children in our Foundation class through an extra TA across the Foundation stage
  - Gifted and Talented Art Club provision

- Striving for outstanding teaching in all classes through TLC work and staff CPD
- Supporting transition to secondary school
- Accessing support and guidance from outside professional agencies.

#### **4. Ensuring Teaching Assistants Help to Raise Standards**

- 4.1. Employing new teaching assistants or extending the roles of those already in post are common ways for schools to spend some of the Pupil Premium funding. Ofsted has indicated that the indiscriminate use of teaching assistants can represent very poor value for money, with little or even negative impact on learning. School leaders and governors need to be careful about spending their resources on teaching assistants and be clear about what they want to achieve.
- 4.2. To ensure teaching assistants who were employed using Pupil Premium funding are most effective in helping to improve pupils' achievement, we will:
  - ensure that they thoroughly understand their role in helping to improve achievement
  - provide training for teaching assistants to effectively fulfill their role, and keep training up to date
  - revise teaching assistants' hours to enable them to work with teachers to plan and review children's learning
  - place teaching assistants where data indicates that they were most needed to help children to catch up, rather than spreading them evenly among classes.

#### **5. Pupil Premium Champion**

- 5.1. The role of the Pupil Premium Champion is to lead a whole school programme to improve the outcomes for disadvantaged pupils and to narrow the gap with others in school and nationally.
- 5.2. The principle accountabilities are to:
  - design, implement, monitor and evaluate the whole school programme
  - work with individuals and small groups of disadvantaged pupils, supporting and mentoring them to improve and maintain progress
  - identify and analyse current patterns of vulnerability of pupils in our school
  - be responsible for the deployment of additional resources targeted at improving outcomes for disadvantaged pupils, and to monitor and evaluate its impact.

#### **6. Monitoring and Evaluation**

- 6.1. We will ensure that all staff are involved in the analysis of data so that they are fully aware of the strengths and weaknesses across the school.
- 6.2. A wide range of data will be used to monitor achievement and progress, e.g. assessment data, pupils' work, observations, behaviour records and pupil voice.
- 6.3. Data will be analysed at three points during the year by the Pupil Premium Champion. Feedback will be provided to all staff and governors. The report will include:
  - Objectives for the year; reasons for decision making, analysis of data
  - Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
  - An overview of spending; total grant received, total spent and total remaining
  - A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year
- 6.4. A Governor is given the responsibility for monitoring the use and impact of the Pupil Premium.

## **7. Relevant Policies and Documentation**

This policy should be read in conjunction with these documents:

- Teaching and Learning
- Curriculum
- Special Educational Needs and Disabilities