

'We care'



Hamstel Infant School and Nursery

Pupil Premium Policy

Policy Document Details

Policy written	January 2012
Policy Reviewed	Spring 2020
Person responsible	Lisa Clark / Petra Verkooijen
Policy review	Spring 2021
Next review	Spring 2022
Budget allocation	Annual Allocation Detailed in Pupil Premium Grant Report
Details of training	Staff

Headteacher: _____ **Date:** _____

Purpose: The Government believes that the Pupil Premium and Early Years Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) or identified 3 and 4 year olds and their peers by ensuring that funding to support the more disadvantaged reaches the pupils who need it most.

Aims:

At Hamstel Infant 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.

Accountability: The Government believes that head teachers and school leaders should decide how to use the Pupil Premium and Early Years Pupil Premium funding. They are held accountable for the decisions they make through:

- performance tables which show the performance and progress of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the reports for parents and Trust that schools have to publish online

Funding

In most cases the Pupil Premium and Early Years Pupil Premium funding is paid directly to schools, being allocated to them for every pupil who is identified for free school meal entitlement or other recognised entitlements. The school will decide how to use the funding, as we are best placed to assess what additional provision the pupils need.

The Pupil Premium is additional funding given to support disadvantaged pupils in closing the attainment gap (diminishing the difference) between those identified and their peers.

Guiding principles for the allocation of resources at Hamstel Infant School and Nursery

- We ensure that teaching and learning opportunities meet the needs of **all** of the pupils
- Allocation of funding will in the first instance be targeted towards raising the achievement of children on FSM or those in receipt of Early Years Pupil Premium funding
- We reserve the right however, to allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support
- Pupil Premium Funding will be allocated following an analysis which will identify priority classes, groups or individuals. This means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision for 2021 - 2022:

1. The allocation of Pupil Premium funding, including Early Years Pupil Premium, is detailed in the documents entitled 'Pupil Premium Grant Report 2021 - 2022, available on the school website.
2. There is also a Pupil Premium Impact Report 2020 - 2021 outlining the impact of the previous year's funding, available on our website.

Our school website can be accessed at: www.hamstelinfants.co.uk

Principles - Hamstel Infant School and Nursery believe every child with his/her individual needs and gifts is unique.

All members of staff, Trust and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within Hamstel Infant School and Nursery's caring and nurturing environment. This is an integral part of the spiritual, moral, social and cultural development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The Government has used pupils entitled to Free School Meals (FSM), Early Years Pupil Premium (EYPP) funding, Looked After children and Service children as indicators of deprivation, and have provided a formulated amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This formulated amount of money is expected to increase every year for the course of this current Parliament. We will be using the indicator of those eligible for FSM/EYPP as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government does not dictate how schools should spend this money, but is clear that schools will need to employ the strategies that they know will support their pupils to increase their progress and attainment, and 'narrow the gap'. Schools will be accountable for diminishing the difference, and there are new measures within the school performance tables that show the attainment of pupils who receive the Pupil Premium compare with their peers. At Hamstel Infant School and Nursery we use research outcomes to guide and support us in our decision making to ensure maximum impact.

Provision

In order to meet the above requirements, the Local Governing Body (LGB) of Hamstel Infant School and Nursery will ensure that provision is made which secures the teaching and learning opportunities in order to meet the needs of all pupils. Our priority over the academic year will be focussed on 'narrowing the gap' (diminishing the difference) for those pupils not on track to achieve 'Expected' and those not on track to at least make expected progress based on their starting points on the Foundation Stage Profile at the end of the Nursery and Reception, and for Year 1 and Year 2 at the end of Key Stage 1.

As part of the additional provision made for pupils who belong to vulnerable groups, the Trust of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

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

The Trust also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Trust reserve the right to allocate the Pupil Premium and Early Years Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

When making decisions about using Pupil Premium funding we consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language acquisition 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”.

Hamstel Infant School and Nursery uses the DfE document Unknown Children Destined for Disadvantage https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/541394/Unknown_children_destined_for_disadvantage.pdf to further investigate and identify those children at most risk. (See Appendix A).

The range of provision

- Facilitating pupils’ access to education
- Facilitating pupils access to the curriculum
- Additional learning opportunities
- Alternative support and intervention, where funds are available after securing the school’s own programme

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

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 mind-sets” 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 / Education Endowment Toolkits) to support us in determining the strategies that will be most effective and provide best value.

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 the pupil premium and vulnerable children are with whom they work
- ALL pupil premium children benefit from the funding, not just those who are underperforming, it is important to recognise those who are achieving well too
- 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....”

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders 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 joint levelling and moderation

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, early mornings and after school
- The Identification and support for more able pupils to enrich their learning and experiences too

“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
- Providing high quality interventions across year groups
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional
- Providing support for parents o to develop their own skills to support their children’s learning within the curriculum to manage in times of crisis
- Tailoring interventions to the needs of the child

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.

The Inclusion Team, in conjunction with the Headteacher, will maintain an ongoing programme of support for disadvantaged pupils, which will be subject to the oversight of the Trust’.

Reporting

It will be the responsibility of the Inclusion Team, to produce termly reports for the Trust on:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils or those in receipt of the Early Years Pupil Premium funding.
- An outline of the provision that has been made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision
- The measurable impact of interventions or additional opportunities upon children’s attainment.

It will be the responsibility of the Senior Leadership Team to give assurance and outline the school’s progress towards ‘narrowing the gap’ for disadvantaged pupils and that this information is available to the Trust on a termly basis.

The Trust will consider the information provided by the data and review this in light of relating it to the progress of the school’s disadvantaged pupils in conjunction with national and local schools’ tables.

The Trust of Hamstel Infant School and Nursery will ensure that there is an annual report on Pupil Premium Spending (for the current year) and Impact Report (from the previous year) available to the parents via the website outlining how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education as necessary.

Success Criteria

The evaluation of this policy is based on the ability of the school to 'narrow the gap' between disadvantaged pupils and their peers. Targets will be identified and evaluated annually and be included in the Academy Improvement Plan.

Success criteria for the Pupil Premium Policy are:

- Early intervention and support for disadvantaged children, or those in receipt of the Early Years Pupil Premium
- The vast majority of disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- To create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Appeals

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Trust' Pupil Appeals Panel.

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 termly or at the end of the period of the intervention so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching 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
- 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
- reasons for decision making using analysis of data and use of research
- nature of support and allocation
- Learning in the curriculum opportunities
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum

- Families and community

An overview of spending is reported in the Pupil Premium Grant Report - Total PPG (pupil premium grant) received, Total PPG spent and Total PPG remaining and the following areas focused upon:

- a summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations , external validations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

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 and the Early Years Pupil Premium funding. This task will be carried out in line with the requirements published by the Department for Education.

UNKNOWN CHILDREN DESTINED FOR DISADVANTAGE CLASS _____

NAME	LI	LA	U	MH	SM	TP	SP	I	DV	C	RP	LAC	SLC	PS	IC

Vulnerability Key:

Low income	LI
Low educational attainment	LA
Unemployed	U
Mental health	MH
Substance misuse	SM
Teenage parent	TP
Single parent	SP
Isolated	I
Domestic violence	DV
Criminality	C
Relationship problems	RP
Looked after	LAC
Speech/Language/Communication difficulties	SLC
Parenting skills	PS
Immigration concerns	IC