

# Greenlands Community Primary School



## Pupil Premium Policy 23-24.

### Background

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils. Research has shown that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Government has used pupils entitled to free school meals (FSM) as an indicator of deprivation and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling 6 year period. Pupil premium funding for 22-22 is as follows:

- £1445 per eligible pupil record as Ever 6 FSM
- £2530 per eligible pupil recorded as looked-after and previously looked-after.
- £335 per eligible pupil recorded as service premium (a pupil with a parent serving in HM forces).

### Aims

At Greenlands Community Primary School we are ambitious for all our pupils and we strongly believe that no matter what their background no child should be left behind. We seek to instil a lifelong love of learning in our pupils and a belief that they can succeed and achieve in their lives. We acknowledge that there is a great challenge to ensure that those children from more deprived backgrounds achieve their potential and this policy outlines how we will support those pupils including how we will use our Pupil Premium funding to facilitate this.

### Context of the school

Greenlands is an averaged sized school with 205 pupils. There are 7 classes in the school. The majority of pupils live in an area designated as one of the most deprived in the country, with over 90% living in either an E or E\* area which is considered the most disadvantaged according to the deprivation index. There are 43% that are or have been entitled to FSM. This is much higher than the Lancashire average.

## **Key Procedures for spending Pupil Premium funding**

When making decisions about spending the pupil premium it is important to consider and understand the potential challenges and barriers our more deprived pupils might face. Common barriers can be low levels of support at home, poor language and communication skills, low self-confidence, behavioural or emotional difficulties, and attendance and punctuality issues. This list is by no means exhaustive and each child should be considered individually. The challenges are varied and there is no 'one size fits all' approach. Information regarding deprived pupils is gathered from a range of sources and this identifies need and informs how spending may be used appropriately to improve performance and 'close the gap' with children from more affluent backgrounds.

## **Gathering information**

The schools tracking system is a driving force in identifying when the performance of deprived pupils is becoming a concern. This highlights when a pupil is attaining below expectations and/ or when their progress is too slow. The achievement of pupils receiving Pupil premium is the key focus for the subsequent Pupil Progress meetings where decisions about appropriate support will be made. To support this process we ensure that:

- All 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.
- Children's individual needs are considered beyond purely academic performance e.g self-confidence, behaviour for learning.
- Pupil Premium is used to enrich learning beyond the classroom.

Useful information which may also inform spending can be provided by:

- Parents and Carers
- The children themselves
- Special Needs and disabilities co-ordinator
- External agencies (e.g social care) who may be working with the family.
- Staff who work with the child at school.
- Wellbeing practitioners (e.g The Schools Outreach Worker)
- Attendance Officers
- School Nurse

## **Quality First Teaching**

We continue to ensure that all children across the school receive high quality teaching by using outstanding practitioners to:

- Set high expectations
- Ensure consistent application of policies eg. Writing, marking.
- Share good practice and support professional development.
- Improve assessments by joint levelling and moderation.

## **Increasing Learning Time**

We maximise the time that children have to 'catch-up' through:

- Improving attendance and punctuality
- Providing earlier intervention (EYFS and KS1)
- Extending learning beyond school hours – Breakfast club, lunchtime clubs and after school clubs.

## **Personalised Support**

We ensure that the additional support we provide is effective by:

- Tracking progress individually and planning support through pupil progress meetings
- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly
- Provision of high quality interventions that have impact.
- Matching the skills of the support staff and class teachers communicate regularly.
- Provision of high quality interventions that have impact
- Matching the skills of the support staff to the interventions they deliver.
- Improving the roll of parents in supporting learning.
- Tailoring interventions to the needs of the child.
- Building on children's strengths and interests to develop self-confidence.

## **Monitoring and evaluation**

Children receiving Pupil Premium are tracked on a termly basis and they are a key focus of Pupil progress meetings.

We ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, BOXALL profiles, Individual Pupil Plans and staff/parent/pupil voice.
- Assessment data is collected termly so that the impact of interventions can be monitored regularly.
- Assessments are moderated to ensure they are accurate.
- 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 support and to inform future planning. The Head Teacher maintains an overview of pupil premium spending.
- A governor is given responsibility for Pupil Premium.

### **Reporting**

Pupil Premium is reported upon in staff meetings, senior leadership meetings, Governors Curriculum Committee meetings and is reported on at all Full Governing Body meetings.

When reporting about Pupil Premium we include:

- Information about the context of the school.
- The objectives for the school year and the reasons behind them
- The 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 PPG (pupil premium grant) received, Total PPG spent, total PPG remaining.
- A summary of the impact of PPG – Performance of disadvantaged pupils (compared to non-pupil premium children), other evidence of impact e.g Ofsted/ external reviews, case studies, implications of pupil premium spending for the following year.

The governing board will consider the information provided and 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 eligible for Pupil Premium. The task is carried out in line with the requirements published by the department for Education.