



HENRY HINDE JUNIOR SCHOOL

Pupil Premium Policy

DATE: *September 2020*

REVIEW: *September 2021*

Pupil Premium Policy

Aims;

- At Henry Hinde Junior School, we have high aspirations and ambitions for our children. 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. 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 disadvantaged backgrounds. Research shows, that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators 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 six-year period. At Henry Hinde Junior School, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

Context;

- When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language 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" and that is certainly the case at Henry Hinde Junior School. Frequently, our Pupil Premium families have the drive to support their child/children but either lack the funding or time to do so.

Our Key Principles for the Spend;

- Building a culture of belief and increased well-being for all children. We will provide a culture where: staff believe that there are "no limits" to what our children can achieve, there are "no excuses" made for underperformance, staff adopt a "solution-focused" approach to overcoming barriers and staff support children to develop "growth" mind sets towards learning.
- Using evidence based initiatives and assessment structures. 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 (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective
- Robust identification and support for all learners. 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 the quality of teaching for all learners. We will continue to ensure that all children across the school receive good teaching, with increased percentages of outstanding teaching achieved by using our team leaders to; share good practice across the school internally and

Pupil Premium Policy

externally, set high expectations for all learners and improve assessment through a range of moderation activities.

- Individualising support. We will maximise the time children have to make progress through improving attendance and punctuality. Looking at the individual needs of each learner and developing a support plan tailored to their requirements.

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 frequently 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
- A designated member of the Senior Leadership Team (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
- Nature of support and allocation
- 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, implications for Pupil Premium spending the following year)

The Governing Body will consider the information provided to ensure that Pupil Premium funding is used to achieve maximum impact for our children.