



Hallam Fields
Junior School

Growing together. Learning together. Achieving together

Hallam Fields Junior School

Pupil premium policy



2018-2019

Pupil Premium – raising the attainment of disadvantaged pupils

At Hallam Fields we value the opportunities for us to '*Grow together, learn together and achieve together!*' We aim to make all of our pupils confident, happy and motivated with a love of learning by providing a safe and welcoming environment, both indoors and outdoors, where our children can be challenged to do their best. We have high expectations of behaviour and achievement, recognising that all of our children bring something unique to the Hallam Fields team. Independence and collaboration are encouraged in equal parts and the whole school community is important in making this happen.

Our aim

At Hallam Fields we want children to be able to succeed and reach their potential regardless of background. Approximately 28% of our children attract Pupil Premium funding and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium Grant was introduced in April 2011 by the Government to provide additional funding to address the gap in educational attainment and long-term economic well-being between socially disadvantaged children and young people compared to their peers. The reasons for this correlation are complex and no actual causal relationship has been proven. It was allocated to children from low income families, who were known to be eligible for Free School Meals, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium funding for 2012-2013 was extended to pupils who have been eligible for Free School Meals at any point in the last six years (known as the Ever6 Free School Meals measure).

Schools also receive funding for children who have been looked after continuously for more than six months, those that have been adopted and a smaller amount for the children of service personnel.

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded FSM	£1,320
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and subsequent challenges faced. Common barriers for Free School Meals children can be:

- Less support at home
- Weak language and communication skills
- Lack of confidence
- More frequent behaviour difficulties
- 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' approach.

Schools are free to spend the Pupil Premium as they see fit. However, we will be accountable for how we have used the additional funding to support pupils eligible for the Pupil Premium Grant through:

- National performance data which compares disadvantaged pupils with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those pupils who receive Pupil Premium funding.
- The new reports for parents that we publish on the school website.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, or who have been eligible in the last six years, are socially disadvantaged and further, some children who experience disadvantaged backgrounds are not eligible for free school meals and thereby do not attract Pupil Premium funding.

At Hallam Fields we will ensure that all pupils will receive the highest quality of personalised provision which helps them to thrive regardless of their status as disadvantaged or non-disadvantaged.



WHOLE SCHOOL
STRATEGIES which benefit
all pupils

STRATEGIES FOR UNDER
PERFORMING / OVER
PERFORMING PUPILS which
benefit Pupil Premium
children and other
under/over achieving pupils

TARGETED STRATEGIES
FOR PUPILS ELIGIBLE FOR
PUPIL PREMIUM which
specifically benefit Pupil
Premium children who may
also be SEND.

Key Principles

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

We will provide a culture where:

- Quality first teaching has the greatest impact on pupil outcomes
- There are high expectations for all pupils
- Staff are expected to have professional conversations about the needs of individual pupils
- All staff are aware of who Pupil Premium children are, including those receiving the Ever 6 funding.
- We recognise that not all pupils who are socially disadvantaged are registered for Free School Meals.

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 of the children in their class, cohort and across the school.
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.
- Data is collated and assessed each half term, with aspirational targets for learners.
- Children know their targets and can use these to focus on next steps to improve.
- Data is used to ensure that underachievement at all levels is targeted, not just lower attaining pupils).

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.
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...' (Pupil Premium Profiles)

Quality first teaching

At Hallam Fields we will continue to ensure that all children across the school receive good teaching with increasing percentages of good and outstanding teaching achieved by using our leaders and through professional development to:

- Ensure consistent implementation of the non-negotiables for planning, marking, targets and assessment.
- Set high expectations through aspirational targets
- Share good and better practice within the school and draw on external expertise.
- Provide high quality CPD
- Improve assessment through joint levelling and moderation across the year groups and with other schools.
- Ensure support staff are timetabled effectively to deliver in class quality support or recovery focussed intervention.
- Provide earlier identification and intervention.

Personalised learning

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 – recorded on pupil premium profiles.
- Ensuring additional support staff and class teachers communicate regularly.
- Matching the skills of the staff and support staff to the interventions that they provide.
- Ensuring support from external agencies if required.
- Ensuring regular feedback to parents through parents' evenings, phone calls home and formal / informal meetings.

Monitoring and evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks and pupil voice.
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly.
- Interventions are adapted or changed if they are not working.
- Case studies are used to evaluate the impact of interventions.
- The Head teacher and business manager maintain an overview of pupil premium spending and a governor is given responsibility for pupil premium.

Pupil Premium – raising the attainment of disadvantaged pupils

School Development Plan 2018–2019

The Pupil Premium Grant is a prominent element and runs through all subjects and areas of the School Improvement Plan. There is currently a clear focus on:

1. Additional teachers

Experienced class teachers are released to work with specific groups of children on a 1:1 basis or in a small group during daily maths lessons. This takes place in all year groups throughout the year so every child will benefit during each academic year. This enables precision teaching that can identify and address barriers to learning, moving the children's learning on at an accelerated rate, thus reducing the attainment gap.

2. Attendance and punctuality

At Hallam Fields we recognise that excellent attendance is an important part of giving our children the best possible start in life. We encourage this for all children, by offering an environment in which our children feel valued and part of the school community. It is essential Absences and lateness are monitored closely by the school to ensure that pupils attend regularly and do not miss valuable learning time. We have a designated attendance officer working in the school to enable us to meet our targets in relation to school attendance, especially persistent absence. A big part of this role is to promote positive attitudes by children and families towards education and to ensure that parents are made fully aware of their statutory responsibilities

3. Enrichment opportunities

Nurture groups offer an opportunity to learn the early nurturing experiences some children lack, giving them the skills to do well at school, make friends and deal more confidently and calmly with the trials and tribulations of life, for life. At Hallam Fields we have a fully trained member of staff working with individuals on a 1:1 or small group basis. This helps with the development of children either socially, emotionally or academically and removes barriers to learning for the child returning to class.

Year 3 will also receive Forest Schools enrichment this year. This offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees.

4. Additional staff

We have an additional teaching and learning assistant working 18.5 hours a week. These hours cover lunch time club and THRIVE 1:1 support work focused on the emotional and social competence and wellbeing of the children in our care. We are working to ensure every child in our school feels included, respected, safe and secure to develop self-confidence, resilience and positive views about themselves. This has a direct impact on behaviour and achievement both in the classroom and around the school.

We have also employed an attendance officer and Learning Support Mentor to provide support and guidance to help our children who are experiencing difficulties in learning due to social, emotional or behavioural problems and to focus on attendance. This involves meeting children and parents at the door to monitor punctuality and identify links to absence. It also involves providing support for parents to meet requirements and ensuring that they are made fully aware of their statutory responsibilities

Reporting

We will report pupil premium via the strategy on the school website, through data analysis reports with both staff and governors, in governing body minutes and the headteacher's newsletter.

When reporting about pupil premium funding we will include:

1. Information about the context of the school
2. Objectives for the year
 - o Analysis of data
 - o Use of research and reasons for decision making from sources such as Sutton Trust, Education Endowment Foundation and the DfE.
3. Nature and support of allocation
 - o Learning in the curriculum
 - o Social, emotional and behavioural issues.
 - o Enrichment beyond the curriculum
4. An overview of spending
 - o Total pupil premium grant received
 - o Total pupil premium grant spent
 - o Total pupil premium grant overspend/under spend
5. A summary of the impact of pupil premium grant
 - o Performance of disadvantaged pupils compared to national non-pupil premium comparisons.
 - o Other evidence. E.g. external reviews, Ofsted
 - o Case studies
 - o 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 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.

This policy will be reviewed
annually.

Date created: September 2018

Date of next review: September 2019

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