Pupil Premium Policy

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The difference between try and triumph is UMPPHHH!

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Introduction

At Skelton, 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; your 'UMPHHHH' 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.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived 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 Skelton we will be using the indicator of those eligible for FSM as well as identified vulnerable as our target children to 'close the gap' regarding 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". (See Appendix 1)

Key Principles

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

Building Belief

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" mindsets 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 EEF Toolkit and NFER) to support us in determining the strategies that will be most effective

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. Pupil Premium children with the potential to reach 'Greater Depth' are identified by teams and support is given accordingly.
- 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....."

Delivering Quality First Teaching

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-year group variance
- Ensure consistent implementation of the non-negotiables
- Share good practice within the school and draw on external expertise
- Provide high quality CPD and coaching and mentoring
- Improve assessment through joint levelling and moderation

Increasing learning time

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 including early mornings and after school

Individualising support

There's no stigma attached to being in an intervention. Everyone needs something, whatever that might be, and so all children are receiving 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
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Thrive SEMH support
- Providing support for parents

o to support their children's learning within the curriculum
o to manage in times of crisis
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

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.

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 so that the impact of interventions can be monitored regularly. Weekly dialogue ensures that groupings are fluid and quickly respond to changing needs
- Assessment is used to identify those at risk of falling behind but also those with potential to achieve 'Greater Depth'.
- 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 SLT maintains an overview of pupil premium spending

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
  - analysis of data
  - use of research
- nature of support and allocation
  - Learning in the curriculum
  - Enrichment beyond the curriculum
  - Families and community
- an overview of spending
  - Total PPG (pupil premium grant) received

- o Total PPG spent
- o Total PPG remaining
- a summary of the impact of PPG
  - o Performance of disadvantaged pupils (compared to non-pupil premium children)
  - o Other evidence of impact e.g. Ofsted, Accreditations
  - o Case studies (pastoral support, individualised interventions)
  - 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 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. This task will be carried out in line with the requirements published by the Department for Education. All this information can be found on the website.

Appendix 1: Identifying barriers to learning.

When identifying barriers school initially looks at their basic needs. We would refer to Maslows hierarchy of needs to establish any initial barriers to learning.
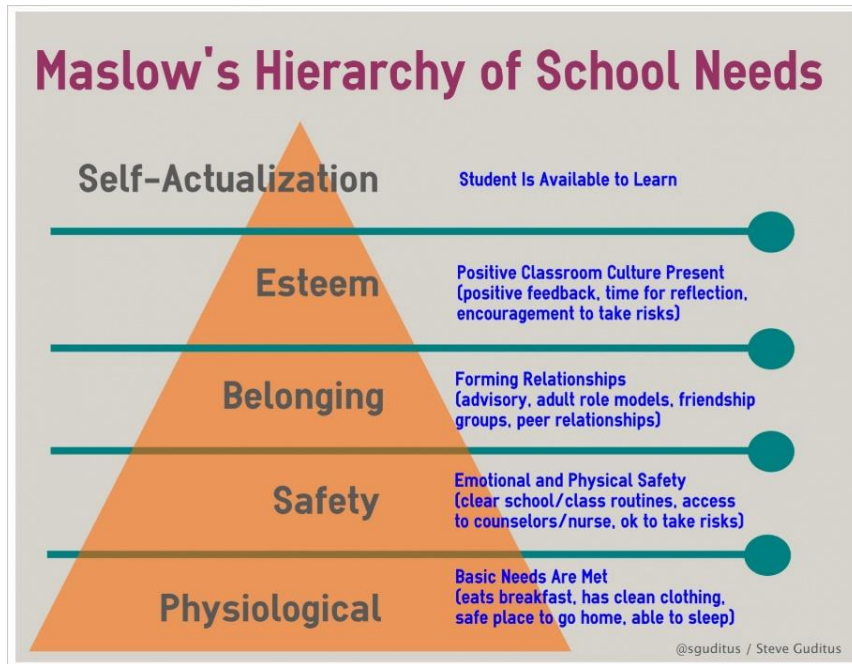
School would then look at historical data to see particular trends over time with barriers to learning. Staff are then asked for feedback to identify issues and suggestions to overcome these barriers.

Identified Barriers to Learning:

School refuser/ reluctance to come to school. This has increased significantly Post Covid

Family dysfunction, bereavement, attendance.

Speech and Language Early Years.

Economic disadvantages to opportunities- cultural events and aspirations.

Resilience

Low levels of attainment upon entry.

High mobility into and out of school