St White's Primary School

Pupils Eligible for Pupil Premium and Disadvantaged Pupils Policy

Date of Review: November 2020

Date of Next Review: November 2021

Signed, Assessment and Curriculum Committee:

……

1. Introduction – St White's School Disadvantaged Policy

1.1 The aim of this policy is to:

- Provide high aspirations and ambitions for our pupils and believe no pupil should be left behind. The school strongly believes 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 pupils are given every chance to realise their full potential, and exceed it.
- Ensure the disadvantaged funding that represents a proportion of the school's budget, is spent to maximum effect and this policy outlines how we will do this.

2. Context

- As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Disadvantaged. Two groups of pupils are referred to: FSM eligible, and FSM Ever 6.

- The school is aware that under The School Information (England) (Amendment) Regulations 2016, Schedule 4 there is specified information which has to be published on a school's website. There is guidance on the information schools must publish on their websites. The school must publish a strategy for the school's use of the disadvantaged. It is no longer required to publish a 'disadvantaged statement'. For the current academic year, the school must include:
    - A statement as to the school's strategy in respect of the pupil premium allocation for the current academic year (Pupil Premium Strategy Statement)
    - The amount of the school's pupil premium allocation;
    - A summary of the main barriers to educational achievement faced by eligible pupils of the school;
    - How the pupil premium allocation is to be spent to address those barriers and the reasons for that approach
    - How the school is to measure the impact and effect of its expenditure of the pupil premium allocation
    - The date of the school's next review of its pupil premium strategy.
    - A summary of this information for parents
- For the previous academic year, the school must include:
    - How the pupil premium allocation was spent;
    - The impact of that expenditure on eligible and other pupils (Pupil Premium Review Statement).
    - A summary of this information for parents

Disadvantaged funding is allocated for each financial year, but the information the school publishes online should refer to the academic year, as this is how parents understand the school system.

- As the school will not know allocations for the end of the academic year (April to July), it should report on the funding up to the end of the financial year and update it when they have all the figures.
- The Teaching Schools Council has published templates to support schools in presenting their disadvantaged strategies. Use of the templates is voluntary. (See school's template)

- Through this policy, the school will publish the above information. In meeting this requirement, the school will observe its continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including pupils funded through the Service Premium cannot be identified.
- The Pupil Premium Grant 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 pupils, including pupils who are part of an SGO (Supervised Guardianship Order) or a CAO (child arrangements order) or residence order and service pupils as indicators of disadvantage, 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.
- 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 pupils can be less support at home, poor 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 pupils from flourishing.
- The challenges are varied and there is no "one size fits all".

2.1 Pupils that qualify and eligibility:

- **Ever 6 Free School Meals (FSM) -** The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who are known to have been eligible for FSM since May 2014, as well as those first known to be eligible at January 2020.
- **Children adopted from care or who have left care** - The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.
- **Ever 6 service child** - For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2020 school census. The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2020 school census.
- From April 2018, the DfE set out measures to protect both those families that would lose FSM eligibility under the new threshold and those who become eligible during the rollout of Universal Credit. The protection arrangements are as follows:
    - From April 2018, all existing eligible families will continue to receive FSM during the rollout of Universal Credit, even if their earnings go above the new threshold during this period.
    - Any child that becomes eligible after the introduction of the threshold will be protected against losing FSM during the rollout period.

- No further eligibility checks will be required for protected families during the rollout period – schools should leave these pupils flagged as protected in their management information systems.
- Once Universal Credit is fully rolled out, any existing claimants that no longer meet the eligibility criteria will continue to be protected until they reach the end of their current phase of education, e.g. primary, secondary.

Allocations to Schools

- **£1,345** per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- **£955** per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- **£2,345** per pupil for each LAC in year groups reception to year 11
- **£2,345** per pupil for each post-LAC in year groups reception to year 11
- **£310** for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- For pupils recorded aged 5 and over on the school census, PPG will be allocated on the basis of sole and dual main registrations only.

The fixed amount of money is expected to increase every year for the course of this current Parliament. At St White's School we will be using the indicator of those eligible for FSM as well as identified vulnerable and disadvantaged groups as our target pupils to 'closing the gap in attainment' between their peers.

3. Key Principles

By following the key principles below, the School will maximise the impact of our pupil premium spending.

3.1 The school will provide a culture where:

- Staff fully understand that ALL pupils have the right to the best educational provision to enable them to maximise their potential and prepare them for life.
- There are "no excuses" made for underperformance.
- Staff adopt a solution-focused approach to overcoming barriers.
- Staff support pupils to develop growth mind-sets towards learning.

3.2 Analysing the Information the School Holds on Pupils

3.2.1 The school will ensure that:

- All staff are involved in the analysis and evaluation of information so that they are fully aware of strengths and areas to strengthen across the school.
- The school uses a range of research, including the EEF toolkit to support us in determining the strategies that will be most effective and have the greatest impact on pupils' progress.
- The school also participates in action research projects to further develop knowledge and understanding of the best strategies to use to support pupils and close attainment gaps.

3.3 Identification of Pupils

3.3.1 The school will ensure that:

- ALL teaching staff and support staff are involved in the analysis of information and identification of pupils.
- ALL staff are aware of who the disadvantaged and vulnerable pupils are and adapt the teaching and learning in accordance with their need.
- ALL disadvantaged pupils benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Pupils' individual needs are considered carefully so that we provide support for those pupils who could be doing "even better if….."

3.4 Improving Day to Day Teaching

3.4.1 The school will continue to ensure that all pupils across the school receive consistently high quality teaching. The standard of provision is monitored and evaluated by the leadership team, who:

- ✓ Set high expectations.
- ✓ Address any within-school variance.
- ✓ Ensure consistent implementation of the school's teaching and learning focused policies.
- ✓ Share good practice within the school and draw on external expertise.
- ✓ Provide high quality CPD.
- ✓ Consistently assess outcomes that identify the barriers and to learning and also gaps in pupils' knowledge, skills and understanding.
- ✓ Monitor and evaluate teachers' strategies for removing barriers to learning and also closing gaps between disadvantaged pupils and their peers.

3.5 Maximising Learning Time

3.5.1 The school will make the best use of the time pupils have opportunities to closing the gap between disadvantaged pupils and their peers, through:

- ✓ The provision of consistently high quality teaching across the school.
- ✓ Identifying the barriers to progress as early as possible and providing the relevant additional interventions as quickly as possible in the EYFS.
- ✓ Ensuring that if poor attendance and punctuality are identified as specific barriers to progress, the school focuses resources and strategies on removing this as a barrier to pupils' progress.
- ✓ Extended learning opportunities for pupils that will take place both before and after school.

3.6 Individualising support

In the school's determination to ensure that ALL pupils succeed, we recognise the need for, and are committed to, providing individualised interventions for set periods of time, to closing the gap between groups of pupils. There is absolutely no stigma attached to being in an intervention in this school. Every child needs support for learning at different points in their school life, whatever that might be.

3.6.1 The school will therefore ensure that the additional support it provides is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning. All pupils eligible for pupil premium, who are not making progress that is

commensurate with their abilities, are identified on the school's progress trackers, which are updated every term after each assessment window.
- Ensuring other disadvantaged pupils have individual My Plans or My Plan Pluses if they are on the SEN register.
- Using high quality support staff, including HLTAs, to provide high quality interventions across the phases.
- Matching the skills of the support staff to the interventions they provide and tailoring interventions to the needs of the child.
- Ensuring support staff and class teachers communicate regularly about the programmes of additional support disadvantaged pupils receive. The impact is recorded by the inclusion lead.
- Using the school's Family Support Worker, and TAs especially those ELSA trained, for individualised SEMH support and referral as appropriate.

3.6.2 The school will work closely with other agencies to bring in additional expertise, as part of the school's Early Help initiative. These will include:
- Young Minds Matter (Trailblazers)
- The ATS (Advisory Teaching Service)
- The Educational Psychology Team
- Families First
- School Nursing Service
- The SaLT (Speech and Language) service
- Occupational Therapy Team
- CYPS
- Teens In Crisis
- The APS (Alternative Provision Service)
- Paediatrician Team
- GPs
- Education, Performance and Inclusion Team.
- Providing advice and support for parents, including:
  - ✓ GDASS (Gloucestershire Domestic Abuse)
  - ✓ Green Square (Support with debt management)
  - ✓ Parenting classes (sourcing Triple P and Webster Stratton or providing in-school Parenting support delivered by the school's Family Support Worker)
  - ✓ Families First Plus
  - ✓ Sourcing opportunities to develop their own skills (English, Maths, ICT, Back to Work)

3.7 In making decisions on the use of the pupil premium funding, the school will:
- Ensure that pupil premium funding allocated to our school is used solely for its intended purpose. (The school also recognises that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.)
- Use the latest evidence based research on proven strategies which work to closing the gap between pupils' attainment and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the funding, so that the school's parents, interested stakeholders and Ofsted are fully aware of how this additional

resource has been used to make a difference. (See school's annual reports and statements for website.)

- Encourage the take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, the school also recognises the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is a robust monitoring and evaluation in place to account for the use of the Disadvantaged funding, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. The school will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the pupil premium funding for all pupils in all year groups.
- Commission a pupil premium review regularly to determine what the school is doing well to support disadvantaged pupils and what it needs to strengthen.

4. Monitoring and Evaluation

4.1 The school will ensure that:

- Every class teacher provides information using pupil progress (GAP) trackers, and My Plans where relevant, that are available to parents and pupils and regularly updated with relevant information on outcomes and impact
- A wide range of information is used that includes: assessment information, planning, pupils' work, lesson observations, learning walks, outcomes from My Plans and pupil profiles and staff, parent and pupil voice
- Assessment information is collected termly so that the impact of interventions can be monitored regularly. It is analysed by the SLT and other relevant staff, and shared with governors so that they are able to hold the leadership team to account.
- Assessments are closely moderated to ensure they are accurate
- SLT carry out pupil progress meetings with staff, at the end of each term and the pupil progress information is closely scrutinised.
- Regular feedback about pupils' performance is given to pupils and parents.
- Interventions are adapted or changed if they are not effective.
- A designated member of the SLT and Governing Body, maintains an overview of pupil premium spending and ensures that the school is keeping up to date with current research.
- The provision is based on a rationale that is evidenced by external and internal impact
- A governor is given responsibility for challenging the leadership of the use of pupil premium funding.

4.2 Reporting

4.2.1 When reporting about pupil premium funding we will include information as set out in the government guidance:

- Information about Pupil Premium within the school
- Pupil progress scores for the last academic year
- Strategy aims for disadvantaged pupils
- Teaching priorities for the year
- Targeted academic support for the year
- Wider strategies for the year
- How this will be monitored and implemented
- A review of last year's aims and outcomes

4.2.2 The Governing Body will consider the information provided and will ensure that there is an annual report and annual statement to the parents on the school website, outlining how the pupil premium funding has been used to close the gap between pupils eligible for pupil premium funding and their peers. This task will be carried out in line with the requirements published by the Department for Education.

5. Roles and Responsibilities

The school expects all members of the school community, particularly staff and governors to be committed to raising standards and closing the gaps in attainment for our pupils.

5.1 The Headteacher and Leadership Team

The Headteacher, Governing Body and the Leadership Team are responsible for the implementation of this policy. They will ensure that all staff are aware of their responsibilities in closing the gaps of our pupils. They also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through appraisal arrangements, they will make sure closing the attainment gap between pupils eligible for pupil premium funding and their peers, is a priority and the strategies adopted clearly set out in the SDP (School's Development Plan)

It will be the responsibility of the Leadership Team to report to Governors on:

- The progress made towards diminishing the difference by year group, for disadvantaged pupils.
- An outline of the provision that has been made since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Headteacher has day-to-day responsibility for co-ordinating the implementation of this policy and monitoring outcomes, with the support of the SENCo and other key members of the leadership team.

The Leadership Team will monitor and evaluate pupil outcomes on a termly basis to track the allocation and use of pupil premium funding. They will also analyse the effectiveness of provision and whether it is providing value for money.

5.1.1 It will be the responsibility of the Headteacher to include the following information in the end of year report for Governors, and at Full Governors' Meetings. They will include:

- The progress made towards diminishing the difference, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

5.1.2 The Headteacher and Leadership Team will also provide interim reports throughout the year.

5.1.3 The school's Finance Officer will monitor the spending of the pupil premium funding.

5.2 Teaching Staff Will:

- Maintain highest expectations of all pupils.
- Promote an inclusive and collaborative ethos in their classrooms which enable all pupils to thrive.
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Ensure that support staff are deployed effectively so that their interventions and guidance contribute to the best possible outcomes.

5.2.1 The school will provide opportunities for staff to engage in a range of professional development opportunities and action research that is suited to their particular needs and role.

5.3 Governing body

5.3.1 The school's governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

5.3.2 At St. White's School the governing body will hold the school rigorously to account by monitoring the impact of actions aimed at raising the achievement of different groups of pupils such as those eligible for disadvantaged funding. Matt Bishop and Kathryn Goddard are the Governors responsible for ensuring the implementation of this policy.

5.3.3 At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issue of diminishing the academic difference between pupils in our school and the impact this has had.

6. Development of the Policy

This policy has been reviewed by staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available to our school's Public Sector Equality Duty and Objectives. The overlap with our Equality Duty is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. For some of these pupils, especially minority ethnic, English is an additional language; Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the new Ofsted Inspection Framework 2019, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled.

7. Monitoring and Reviewing the Policy

7.1 The school's work in relation to disadvantaged pupils will be reviewed on a termly basis (short term) to ensure it is having the intended impact in diminishing the difference. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

7.2 The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

7.3 The school recognises the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will, where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation and Gloucestershire Local Authority Inclusion Team.

Reviews can involve staff, pupils, governors and parents and carers.

8. Disseminating The policy

8.1 This Pupil Premium Policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- Disseminated to all members of the staff and included in the induction pack for new members of staff
- Signposted in newsletters for parents and carers

Additional documents to be read in conjunction with this policy:

- Pupil Premium Strategy Review – 2019-2020
- New Pupil Premium Strategy Statement for 2020-2021
- SEN Policy
- Pupil Attendance Policy

- Teaching and Learning related Policies