

# **PERRYFIELDS INFANT SCHOOL**



*Helping each other to learn and grow*

## **POLICY STATEMENT For Pupil Premium**

### **AIM**

At Perryfields Infant School the spiritual, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe through our Core Values that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for others, and place a high value upon individual achievement and personal development.

### **STATUTORY FRAMEWORKS**

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After, those pupils who are currently eligible for Free School meals (FSM), pupils who are within a service family, those who have received FSM in the last six years (Ever 6 children). Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. Pupil Premium children are also referred to as 'disadvantaged' pupils in some government documents.

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 in our school's Equalities Policy.

The overlap with our Equalities Policy is in relation to how we are meeting the needs of our pupils covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English as 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 these additional needs will be taken into account.

### **PURPOSE OF THE PUPIL PREMIUM POLICY**

Perryfields Infant School is committed to the development of the whole child and we work with our families establishing a trust that together every child will achieve their full potential. High expectations and consistency of progress and achievement for all pupils

is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect.

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on closing any attainment gaps between those eligible and their peers.

## **PUPIL PREMIUM FUNDING**

Our key aims include:

- Ensure that Pupil premium funding allocated to our school is used solely for its intended purpose.
- Encourage take up of FSM by working proactively with parents and carers in a supportive manner removing any potential barriers or stigma attached to claiming FSM.
- A whole school approach with all members of staff being empowered and accountable for our pupil premium pupils.
- There should be no gap in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils and will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performing indicators including attendance, attainment, progress and punctuality.
- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.

For the 2018-19 financial year, the allocated money for Pupil Premium Pupils is as follows: Children looked after and those on Pupil Premium Plus receive £2300 a year, Service children £300 a year with all other Pupil Premium pupils receiving £1320 a year. Pupils with Special Educational Needs, who are also Pupil Premium, will therefore receive these funds, which will be used to maximise and benefit each pupil on an individual basis bespoke to meeting their needs.

The DfE gives schools the freedom to decide how to use the pupil premium funding, based upon our knowledge of our pupils needs. We are required to publish, 'The amount of the school's allocation from the pupil premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'. The details of how we intend to spend the allocation and the effect of this expenditure are published on the schools website. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1988, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

## **PROVISION AND PRACTICES**

Perryfields Infant School have a Pupil Premium Register and Pupil Premium Passports whereby all children are identified on entry to the school. The register and passports demonstrate the areas they fulfil the PP criteria and other vulnerable group data and is shared with every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are. The school sends out regular reminders to parents and carers about eligibility for the PP as well as updating the register when there is a change in personal circumstances.

No one child is the same and this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being.

## **WHOLE SCHOOL PROVISION**

Our vision at Perryfields Infants School is to ensure outstanding provision at two levels the whole school level and the bespoke, specific interventions for each pupil. Teaching and learning is enhanced by strong professional development and mentoring. Our core values underpin our ethos of care, nurture and respect and address and celebrate the differences between our pupils. We view both enrichment opportunities and parental engagement key for all pupils in supporting the development of the whole child both inside and outside of the classroom.

## **MASTERY**

Effective mastery across the curriculum encourages all children to reach their full potential by having a sound knowledge of a range of skills and a deeper understanding of all areas of learning. Pupils are encouraged to ask their own deep thinking questions and are given time to contribute.

## **PERSONALISED AND TARGETED PROVISION**

The needs of each child are thoroughly examined and support is carefully selected from a range of interventions available to our children with the aim to directly close any gaps in learning. The Pupil Premium Lead liaises regularly with teaching staff and learning support assistants as well as arranging termly meetings with parents and carers to discuss and review pupils learning and support that can be given at home. Carers are invited to workshops with their children to share learning activities and take resources home to reinforce and consolidate learning.

Support provided from PPG:

- 1:1 and small group support and challenge from a qualified teacher
- Enrichment activities
- Small group provision – for example Bubble Time, for children who are finding life at school temporarily difficult
- Early Literacy Support for children who need to support their phonic knowledge
- Numicon support for children who find numbers difficult
- Part funding of Speech and Language Communication Assistant
- Coaching for swimming lessons

- Cost of educational visits – curriculum enrichment
- Variety of supportive and challenging resources
- Music Lessons – curriculum enrichment
- 1:1 targeted reading with LSA
- Talk Boost speech and language interventions
- Clicker 7 literacy intervention
- Cost of uniforms
- 1:1 5 minute literacy and numeracy box intervention
- LSA hours to provide 'Fun' (homework/literacy/numeracy) lunchtime club
- Genie board to facilitate teaching and learning
- Laptop to facilitate teaching and learning
- Staff Training/CPD to improve the quality of teaching for all pupils and groups, especially vulnerable children
- Enrichment of the Curriculum through themed days
- Wider opportunities – funding of after school clubs (Science, tennis, music, basketball etc.)

## **ROLE AND RESPONSIBILITIES**

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

The Headteacher, Senior Leadership Team and specific Governors are responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils. The Headteacher and SLT will ensure that all staff are aware of their responsibilities in diminishing the difference of our pupils.

## **PUPIL PREMIUM LEAD**

The Pupil Premium Lead will be responsible for the following within school:

- Provide a termly report to governors and the SLT with regards to the interventions conducted that term, the costings and the impact.
- Liaise with teaching staff and learning support assistants regarding the interventions and needs of children.
- Termly review meetings with parents/carers.
- Provide an annual report detailing the provision and impact of the PPG through the school's website.
- Liaise with the school finance team to monitor and track the allocation of funding.
- Workshops with parents and their children and provide resources to consolidate learning at home.

## **ALL TEACHING AND SUPPORT STAFF**

Teaching and Support staff will be responsible for the following:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Provide an inclusive and collaborative ethos in their classrooms.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning so that gaps can be narrowed and improvements maintained.

## **THE GOVERNING BODY**

Governors will be responsible for:

- Ensuring our school complies with legislation and that this policy, along with its other specific stated actions for diminishing the difference is implemented.
- Review and monitor the use of Pupil Premium Funding, with a discussion termly surrounding the report provided.
- Ensuring an annual report to parents is published on the school website detailing how the PP Funding has been used.

## **STAFF TRAINING AND DEVELOPMENT**

As a school we use our in-house expertise as well as additional training to ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements staff will make sure diminishing the difference is a priority area of focus for the school.

## **TRANSITION**

The school will liaise with the junior school to provide information on those children eligible for the PP.

## **MONITORING AND REVIEW**

Our work in relation to Pupil Premium will be reviewed on a termly basis to ensure that it is having the intended impact in diminishing the differences between pupils. This will allow us to make any adjustments we feel are necessary to the type of support or interventions pupils are receiving.

## **SAFEGUARDING**

At Perryfields Infant School we believe that pupils have a right to learn in a supportive, caring and safe environment. If any behaviour is a concern in relation to safeguarding the necessary procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy. Any concerns will be referred to the Designated Safeguarding Leads.

## **REVIEW**

This policy will be reviewed according to the policy review timetables taking into account the national and school based initiatives.

Signed.....

Dated.....