



The Federation of Fryern Infant and Junior Schools

## **Pupil Premium Policy**

*UN Charter Rights of the Child:*

*Article 28 Children have a right to an education*

*Article 26 The government should provide extra money for the children of families in need.*

### **Ethos Statement**

The Federation of Fryern Infant and Junior Schools recognises that all children, regardless of background should have equal access to a curriculum which will enable them to reach their potential. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. Our schools welcome and share the government's aim of tackling all forms of disadvantage and works tirelessly to ensure inclusion and equal access for all learners. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

### **Aims:**

At Fryern, 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 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. Schools are required to report on the amount of funding received and how this is being used. Once information is available the impact of the funding will also be reported.

### **Background**

The Government has used pupils entitled to Free school meals as their main indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals.

Pupil Premium is a government initiative that targets additional funding to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (FSM) those looked after by the local authority (LAC) and the children of armed services personnel (ASP).

At Fryern we will be using the indicator of those eligible for Pupil Premium as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

### **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 have high expectations for ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mind sets 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/ Sutton Trust Toolkit) 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’ needs
- 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 under performing
- 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.....”

#### ***Ensuring Quality Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching by:

- Setting high expectations
- Addressing any within-school variance
- Ensure consistent implementation of the non-negotiable, e.g. marking and feedback
- Sharing good practice within the school and drawing on external expertise
- Providing high quality CPD
- Improving assessment 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)

### ***Individualising support***

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
- Providing high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise volunteer readers
- Providing extensive support for parents
  - o to develop their own skills (Parenting workshops)
  - o to support their children's learning within the curriculum (Family learning)
  - o to manage in times of crisis (Basics Bank, Scratch)
- Tailoring interventions to the needs of the child (e.g. targeted maths sessions for children)
- 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 to support children in times of crisis or need e.g. Early bird club, uniform, signposting/ linking to external agencies including transport

### **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 half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend and support staff contribute to pupil progress meetings each half 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
- The SLT maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium

### **Barriers to Learning of Pupil Premium Children**

Overcoming Barriers

The money is spent on accelerating learning and intervening rapidly following the process below:

1. Firstly we identify any barriers that child may have to learning.
2. Then we consider the desired outcome that we would hope for that child and the steps to achieve that.
3. We then select an appropriate strategy to help us put those steps into place.

Reviewed: September 22  
Review date: December 23

4. Staff are trained in the strategy selected
5. Pupils are then monitored frequently
6. Finally we evaluate the strategy and reflect on how successful it has been and how much progress the child has made, as a result.

Through pupil interviews and observations, we have identified the main barriers to learning:

- Lack of self esteem
- Low resilience
- Don't see themselves as learners
- Lack of motivation
- cognitive ability
- Mental health issues
- Social deprivation factors

### **Provision**

In order to meet the above requirement, the Governing Body of the Federation of Fryern infant and Junior Schools will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

In making provision for pupil premium pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to utilise the initiatives created by Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### **Pupil Premium**

#### **Reporting**

The school is required to publish the following information via the school website in relation to Pupil Premium expenditure:

In the previous academic year:

- how the pupil premium allocation was spent
- the impact of the expenditure on eligible and other pupils

The current academic year:

- the amount of the school's allocation of pupil premium grant
- details of the main barriers to educational achievement
- how the allocation will be spent to address the barriers and why these approaches were taken
- how the school will measure the impact of the pupil premium
- the date of the next pupil premium strategy review.

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The Governing Body will consider the information provided in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the schools' data dashboard. The schools 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 will be carried out in line with the requirements published by the Department for Education.

**Success Criteria**

The evaluation of this policy is based on how the school can close the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and reported as above. Improvement targets for improving the impact of Pupil Premium will be detailed in the School Improvement Plan.