



## **Pupil Premium Policy**

### **The Vision of Warden Hill Infant School**

Imagine a place where together adults and children can flourish as successful learners; a place where exploration, discovery, creativity and challenge are embraced as opportunities to grow; where risks and mistakes are used as tools that are often gateways to successful learning. Our school is a place where we can all learn to be ourselves and be treated with respect and kindness. Everyone shares an enthusiastic love of learning, a desire to do their very best and a determination to work hard to achieve this. Each day there are smiles, laughter and celebrations of success as children engage in their learning. Listen to the buzz of excitement as children learn from each other; hear them asking questions, finding solutions and learning skills that will prepare them to make a positive difference in society. See that positive values, kindness and generosity are shown to people locally and worldwide, and that respect and care are given to our planet as we encourage others to do the same.

### **Our Aims:**

- To be recognised as a highly effective school providing a stimulating, creative and dynamic learning environment, where we value achievement and strive for excellence.
- To develop the knowledge and skills of our learners through the provision of a well-considered curriculum.
- To prepare our children to play an active role in their community and the wider world.
- To offer a safe learning environment in which children feel secure, and where self-esteem, confidence and respect, both for self and others, are developed.
- To engage children as lifelong learners through creative, inspirational teaching which challenges all to achieve their potential.
- To be a learning community in which individual needs and talents are valued, and in which successes are celebrated.
- To support our children in developing healthy lifestyles.
- To make our school a happy place where children enjoy being.
- For children to leave Warden Hill Infant School with their understanding deepened, their minds enriched and their hearts inspired, so that they love learning and are ready to embrace the challenges of the future.

## **1. Aims**

This policy aims to:

Provide background information about the pupil premium grant so that all members of our school community understand its purpose and which pupils are eligible.

Set out how the school will make decisions on pupil premium spending.

Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

## **2. Background and legal context**

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency.

The DfE has stated that schools 'are free to spend the pupil premium as they see fit.' However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- Performance data showing the performance of disadvantaged pupils in comparison to their peers
- The Ofsted Inspection Framework
- The annual report which schools are required to publish online

## **3. Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, with the aim of narrowing any achievement gaps between them and their peers.

## **4. Principles**

We hold high expectations for all pupil groups and individuals. We do not equate deprivation with low ability, and we focus on the needs and progress of all pupils.

We recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into our teaching programme.

Research and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement, wellbeing and the building of cultural capital.

In providing support we do not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will have a mix of those pupils who are eligible for Pupil Premium funding and those who are not.

## **5. Use of the grant**

In making decisions on how to use the pupil premium grant in our school we consider our own context and the main challenges or barriers our pupils face. We understand that common barriers can include lack of confidence; narrow vocabulary and weak communication and language skills; behavioural challenges; attendance and punctuality issues and complex family situations which prevent children from flourishing. We realise that all children and families are individual, and there is no 'one size fits all.'

We aim to use evidence to inform our decisions on pupil premium spending – for example, by using evidence-based research and resources from the Education Endowment Foundation, and learning from what works in our school

We aim to address a wide range of needs, and take group and individual needs into account.

We engage with parents to take their views on the needs of their child into account. Parents are strongly encouraged to attend all parent consultation meetings throughout the year, and in addition they are offered an individual meeting with the Pupil Premium Co-ordinator.

Ways in which we may use the pupil premium funding include, but are not limited to:

Providing extra one-to-one or small-group support – for example in the teaching of phonics and reading.

Employing additional teaching assistants.

Supporting families in a range of ways via our school Family Worker.

Funding educational trips, visitors and workshops to build our children's vocabulary and cultural capital.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online.

## **6. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in each year from Reception to Year 2.

Eligible pupils fall into the categories explained below.

### **6.1 Ever 6 free school meals**

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who receive universal infant free school meals but would not have otherwise received free lunches.

## **6.2 Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

## **6.3 Post-looked after children**

Pupils recorded in the most recent January 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.

## **6.4 Ever 6 service children**

Pupils:

With a parent serving in the regular armed forces

Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census

In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

## **7. Roles and responsibilities**

### **7.1 Governing Body**

The governing body is responsible for:

Holding the Headteacher to account for the implementation of this policy. The governing body will approve the overall strategy for deploying pupil premium funding which is presented in the Pupil Premium Statement of Intent.

Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant, and ensuring value for money in its use.

Holding senior and middle leaders to account for implementing the school's strategy, and for evaluating its impact on the achievement of targeted pupils. The Chair of the Curriculum Committee is the governor designated to lead this evaluation.

Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Headteacher, to assess the effectiveness of the school's use of the funding

Challenging the Headteacher to use the pupil premium in the most effective way

Setting the school's ethos and values around supporting disadvantaged members of the school community

A named governor is designated to ensure that pupil premium funding is used to support eligible pupils within the context of this policy.

## **7.2 Headteacher and senior leadership team**

At Warden Hill Infant School, the Headteacher retains overall responsibility for leading the Pupil Premium strategy.

The Headteacher and senior leadership team are responsible for:

Keeping this policy up to date, and ensuring that it is implemented across the school.

Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils.

Planning pupil premium spending and keeping this under review, using an evidence-based approach.

Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding.

Reporting on the impact of pupil premium spending to the governing board on an ongoing basis. The Deputy Head will produce termly reports for the governing body.

Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE.

Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

## **7.3 Other school staff**

All school staff are responsible for:

Implementing this policy on a day-to-day basis.

Setting high expectations for all pupils, including those eligible for the pupil premium. All staff are expected to develop an in depth knowledge of the pupils they teach and support.

Giving all pupils clear feedback which helps them to progress in their learning.

Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team, and SENDCo where necessary.

Sharing insights into effective practice with other school staff.

## **7.4 Virtual school heads**

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

Identifying the eligible looked after children and informing the local authority.

Making sure methods for allocating and spending ensure that looked after children benefit without delay.

Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way

Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## **8. Evaluating Impact**

The implementation of the strategy will be monitored and evaluated against the following success criteria:

### Short term

The school will have an effective strategy for supporting pupils eligible for pupil premium funding and there will be a strong commitment to this strategy by all stakeholders.

Resources will be utilised so that actions in the SIP are able to be implemented.

### Medium Term

As a result of an effective CPD programme, the skills and expertise of all staff are being enhanced.

Evaluation through work scrutiny and lesson observations shows that teaching and learning strategies are resulting in appropriate progress for all pupils.

Discussions with pupils and parents/carers provide evidence of increased confidence and aspirations, greater involvement in learning and a good understanding of how to achieve targets.

### Long Term

Successive cohorts will meet their targets and this will result in a narrowing of the progress and attainment gaps between pupils benefitting from pupil premium funding and their peers.

## **9. Monitoring arrangements**

This policy will be reviewed annually by the Pupil Premium Co-ordinator. At every review, the policy will be shared with the governing body.