

Gillespie Primary School



**Pupil Premium Policy
October 2021**

Aims:

At Gillespie we have high aspirations and ambitions for all our children and are determined to ensure that they are given every chance to realise their full potential whatever their individual and family circumstances. We strongly believe that by creating a school culture where we can inspire a passion and thirst for knowledge, and a dedication to learning, we can make the difference. Compared to schools nationally, a significant proportion of our families live in challenging economic and/or social circumstances. Pupil premium funding represents a significant proportion of our budget aimed at supporting these children. This policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets money at pupils from disadvantaged backgrounds. Research shows that these pupils underachieve compared to their peers. The premium is provided to enable these pupils to be supported to reach their full potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and children of service personnel as indicators of deprivation. They have provided a fixed amount of money for schools per pupil based on the numbers registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament.

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 behavioural 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".

Key Principles

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

Building a culture of achievement

We will provide a culture where:

- Staff support all children to develop positive attitudes to learning
- Adults believe that all children can succeed
- staff adopt a "solution-focused" approach to overcoming barriers to 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 OFSTED subject reports, Institute of Education research) to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, so that attainment is raised at every level.

- 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 who could be doing "even better if....."

Improving Day to Day 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-school variance
- Ensure consistent implementation of key learning policies e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality Continuing Professional Development (CPD).
- 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 through curriculum enrichment

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
- Using team leaders to provide high quality input across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Beanstalk – volunteer readers
 - Bilingual Parent Advisors
 - Child and Adolescent Mental Health Services (CAMHS)
- Providing extensive support for parents
 - To develop their own skills (ESOL, Literacy, Numeracy ICT, Back to Work, Managing Money)
 - To support their children's learning within the curriculum (Family learning classes, school-led classes such as 'Coffee and Calculations)
 - To manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognizing and building on children's strengths to further boost confidence
- 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 frequently so that the impact of interventions can be monitored regularly.
- 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
- A governor is given responsibility for pupil premium and monitors the use and impact of spending through the year.
- The Governing Body reviews interventions and impact annually, in the context of the School Improvement Plan.

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
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total PPG (pupil premium grant) received
 - Total PPG spent
 - Total PPG remaining
- a summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact e.g. Ofsted, Accreditations
 - Case studies (pastoral support, individualised interventions)
 - 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.