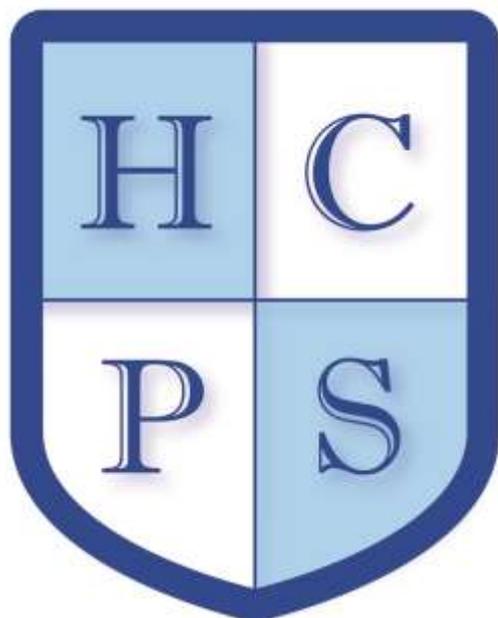


Hunslet Carr Primary School



Pupil Premium Policy

High expectations
Caring
Positive attitude
Successful

Policy reviewed: March 2020

Next review: March 2022

High expectations, Caring, Positive and Successful

STRENGTHS OF OUR SCHOOL



The Children

Are well behaved, calm and polite
Are engaged, positive and resilient
Are supportive and helpful towards others
Have an input on important decisions
Have a sense of belonging

The Community

School supports the whole family not just the child
Recognises the importance of attendance
Spreads our growing reputation as a good school
Helps celebrate the children's achievements
Supports the school on improving behaviour

The Curriculum

Is a fun curriculum that is engaging
Maintains a strong focus on the basic skills
Is enriched through extra-curricular activities
Supports our most vulnerable children
Provides a rich variety of experiences & opportunities

The Staff

Develop nurturing relationships with children
Provide good quality teaching and learning
Support one another to help the children
Are consistent in how they treat children
Identify children's SEN needs early

THE CURRICULUM WE HOPE TO PROVIDE



Skills - Successful

Fluent and confident in Reading, Writing and Maths
Communicate with confidence
ICT skills fit for the future
Life skills – social, money, time, dining and cooking
Safety skills – Swimming, healthy choices
Problem solving skills – Patience & Resilience
Managing Feelings

Attitudes – Positive Attitudes

Confident, proud and independent
They believe that 'Impossible is Nothing'
Celebrate the achievement of others
Understand and celebrate a range of cultures
Take responsibility for themselves & others
Be honest and learn from their mistakes
Respectful, caring and helpful

Experiences - Caring

To experience Family Style Dining
Going away on a residential trip
Visiting a range of places of worship
A chance to look after an animal or grow a plant
Relevant trips to theatres/farms/beaches
Taking part in public performances
The opportunity to represent the school.

Knowledge – High Expectations

High school ready English & Maths
To know about local places of interest
To know where we are in the world
Life skills – social, money, time, dining and cooking
Information about possible careers
To know major historical facts
To know their own strengths

Overview

'**Impossible is Nothing**' is at the heart of our school. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential. Supporting this belief is the government initiative, Pupil Premium.

The Pupil Premium funding is additional to main school funding and it will address any underlying inequalities between children eligible for Pupil Premium funding and those not eligible, ensuring that funding reaches the pupils who need it the most.

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium Plus funding was calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these children.

Alongside Pupil Premium funding, the school receives Early Years Pupil Premium (EYPP) which is additional funding for early years settings, to improve provision for eligible 3 and 4 year olds. This EYPP funding is reported separately to the Pupil Premium.

Context

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded children in comparison with their Non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. The targeted and strategic use of Pupil Premium will support us in achieving our overall vision of '**Impossible is Nothing**'.

1. Policy Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to diminish difference between the achievement of these pupils and their peers.
- We have high aspirations and ambitions for our children and we believe that no child should be left behind.
- We will ensure that the additional funding reaches the children who need it the most and that it makes a significant impact on their education and lives; giving every chance to reach their full potential.
- We will use National guidance, research and best practice alongside the context of our school and current pupil needs to deliver a Pupil Premium Strategy.

2. Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending:

Building Belief

We will provide an environment where:

- Staff believe in ALL children,
- Staff have a solution-focused approach to overcoming barriers,
- Staff support children to develop a passion for learning,
- Children believe '**Impossible is Nothing.**'

Identification of Pupils

- We recognise that not all children who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively by our Inclusion team, in applying for the meals and the additional funding.
- We recognise that not all children who are registered or qualify for Free School Meals (FSM), are socially disadvantaged so we will ensure that entitled parents and carers are supported sensitively by our Inclusion team, in applying for the meals and the additional funding. As a result, we refer to our pupils entitled to PP funding as Pupil Premium rather than 'disadvantaged', which is the preferred OFSTED term.
- All Pupil Premium children benefit from the funding, not just those who are underperforming. We aim to support the needs of the whole-child.
- We will ensure that individual assessments are completed by the school in order to maximise provision and meet the needs of all learners.
- We will ensure that all adults working in a class are aware of the children who are eligible for Pupil Premium so that they can effectively support them.
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Our Pupil Premium Strategy links directly with our whole-school development plan as although a number of children are not entitled to Pupil Premium Funding they have factors of social disadvantage and also benefit, alongside the children entitled to Pupil Premium from the Pupil Premium initiatives.

Provision

- Pupil Premium will be clearly identifiable within the budget.
- The Deputy Headteacher in consultation with the Governors and Staff, will decide how the Pupil Premium is spent for the benefit of entitled children, as well as other children where appropriate.
- The Senior Leadership Team and the Deputy Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by individual members: Co-ordinating provision (PP Lead/DHT, Strategic accountability (PP Link Governor), Inclusion (SENDcO,) Assessment (DHT), Pupil Progress (DHT/AHT), Maths/English provision (Subject Leaders/DHT) and advocates of PP provision (PP Champions).
- Where possible we will use the **EEF website (Including the EEF Toolkit)** produced by the Sutton Trust to signpost us to proven, effective strategies to *diminish the difference* in performance for children eligible for funding alongside NFER suggestions in '**Building blocks to Pupil Premium success.**'

Quality First Teaching

We will continue to ensure that learning and teaching opportunities meet the needs of all children, since our primary purpose is to ensure that quality-first teaching is provided throughout the school, to every child.

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at individual needs of the child and identifying their barriers to learning, liaising closely with the teachers/support staff, Inclusion team, external agencies and parents.
- Tailoring interventions to the needs of the child so that they reach their potential (e.g. Employing a Speech and language therapist).
- Funded interventions will include pastoral support where appropriate through our highly-skilled and experienced Inclusion team.
- Providing extensive support for parents to help their children's learning within the curriculum, at all levels.

Agreed Principles

- The school will subsidise residential activities to the level of 60% so that no activity will be outside the reach of our eligible children.
- The school will set aside £1000 for each class so that eligible children have access to experiences that all children should have access to.

3. Monitoring and Evaluation

- The school will assess what additional provision should be made for the individual children.
- We will monitor, evaluate and review the success of the impact of the Pupil Premium funding in light of a wide range of data – achievement data, childrens' work, observations, learning walks, case studies and staff, parents and pupil voice.
- Whole-school assessment data is collected termly where a specific PP analysis takes place and appropriate actions are made.
- The impact of interventions, funded by Pupil Premium, are monitored regularly by the Interventions Manager and discussed with the Assessment Lead. Actions for the next term are agreed regarding provision.
- Teaching staff and support staff (Including PP Champions) attend and contribute to termly Pupil Progress meetings.
- Regular feedback is given to children (by teaching and support staff) and their adults (by SLT/PP Lead).
- We track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children and also their non-eligible peers. This Value for Money document is updated and feeds into PP strategy planning.
- We also seek to further develop strategies and interventions which can improve the progress and attainment of these children, involving the widest possible group of appropriate stakeholders, such as staff, Governors, children and their families.
- The Link Governor will liaise with the Pupil Premium Lead termly to be a critical friend in support and challenging the use of Early Years Pupil Premium, Pupil Premium and Pupil Premium Plus funding.

Reporting

- The school will be accountable for how it has used the additional funding to support the achievement of those children entitled to EYPP, Pupil Premium and Pupil Premium Plus funding. The Pupil Premium Lead will report to the Governing Body on how effective the strategy document has been in achieving its aims.
- We will continue to publish online information about how we have used the Premium (Please see website for individual spending plans and impact).
- Members of the Governing Body will ensure that an annual strategy is published on how the Pupil Premium funding has been used to address the issue of '**diminishing the difference**', for socially-disadvantaged children, and what the impact has been. Publication will include posting the strategy on the school website.

Outcomes

- This policy will play an important part in the educational development of the individual children who are entitled to the Pupil Premium, as well as their non-eligible peers.
- We will ensure that these children are treated equally to others and that the additional funding is used well to address the challenges they face.
- The school will use the additional funding to promote the achievement and progress of all entitled pupils and also their non-eligible peers.
- Through our incisive use of this additional funding, we are fully committed to ensuring that the individual needs of each entitled child are met.
- As a result of the additional funding, we aim for our PP children to make better progress and achieve higher standards possible than without this funding.
- Ultimately, our funding fosters a proactive, holistic approach to a flexible and personalised support where '**Impossible is Nothing**', despite a child's circumstance.

High Expectations, Caring, Positive and Successful

