



Pupil Premium Policy 2022-2023

Date discussed with Staff:	Date discussed with Governors:
Date ratified by Governors:	
Date for review:	
Signed:	Headteacher
Signed:	Chair of Governors

Heygarth Primary School

2022-2023

"Learning and Achieving Together for Life"

Aims

At Heygarth Primary School, we have high aspirations and ambitions for every single one of our children, and we believe that no child should be left behind. We passionately believe that it is not about where you come from, but self-belief and a thirst for knowledge, as well as a dedication and commitment to learning that make a real difference between success and failure; we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium Grant funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium Grant (PPG) is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The impact of lockdown and school closures has only exacerbated this problem. The Pupil Premium Grant and Recovery Curriculum Funding have been provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), Looked After Children, pupils Adopted for Care and Service Pupils as indicators of deprivation/disadvantage, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period, Looked After Children, pupils Adopted for Care and Service Pupils. At Heygarth Primary School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children for whom we need to 'diminish the difference' regarding attainment.

Context

When making decisions about using Pupil Premium Grant 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, negative attitude to school and learning, weak language and communication skills, lack of confidence along with social and emotional issues, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied, and we are fully aware that 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 Grant spending.

Building Belief

We will provide a culture where:

- Staff believe in ALL children.
- There are "no excuses" made for underperformance.
- Staff adopt a "solution-focused" approach to overcoming barriers.
- Staff support children to develop learning behaviours to promote independence;
- We recognise that success depends on relationships, including curriculum, others and self
- Key staff in KS1, LKS2 and UKS2 are trained in SEL and can support pupils to develop the self-awareness, self-control, and interpersonal skills that are vital for school and life in general.
- All staff are fully trained in trauma and attachment

Analysing Data

We will ensure that:

- All teachers use the Balance Assessment tool to input pupil confidence numbers following a learning event. They provide judgements at the end of each term.
- Pupil Premium Leader has attended training and is able to identify specific gaps in learning for individual pupils, single class/year group and whole school level. This information is used to generate questions for teachers to ensure gaps are identified, barriers are addressed, and children are challenged to ensure they meet or exceed expectations
-
- The Pupil Premium Leader uses and shares current research (such as the Sutton Trust Toolkit, Education Endowment Foundation as well as CPD from Marc Rowland, Adviser for improving outcomes for disadvantaged pupils.) to support staff in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- ALL teaching and support staff are aware of who is entitled to pupil premium funding and those who are vulnerable are across school
- ALL children benefit from the funding, not just those who are underachieving
- Identifying barriers tracking sheet has been designed to ensure issues are identified and specific support is tracked. This is passed from year to year.
- 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 do "even better if..."

Quality First Teaching

We will continue to ensure that all children across the school receive at least good teaching, with increasing percentages of outstanding teaching achieved by using our Senior Leadership Team to:

- Set high expectations for behaviour management and learning
- Address any within-school variance.
- Ensure consistent implementation of the non-negotiables, e.g. marking, spelling, individual and guided reading
- Share good practice within the school and draw on external expertise;
- Provide high quality CPD;
- Improve assessment through moderation

Individualising support

"There's no stigma attached to being in an intervention in this school and pupils are keen to be included. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

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.
- Pupils/families with social/emotional barriers to learning are offered support from Family Partnership Worker
- Pupils experiencing mental health barriers to learning are offered ELSA/Counsellor support
- Ensuring additional support staff and class teachers communicate regularly;
- Using well trained Teaching Assistants and HLTA's to provide high quality interventions across their phases;
- Matching the skills of the support staff to the interventions they provide;

- Working with other agencies to bring in additional expertise;
- Providing support for parents to develop skills (phonics workshops, reading with children, Singapore Maths workshops) to support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. targeted immediate
- Intervention sessions after the lesson with teachers, or TAs for children who struggle in the main lesson) plus pre-teaching where appropriate.
- Targeted Tutoring sessions delivered by Year 4, Year 5 and Year 6 teachers.

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 for set periods of time to support children in times of crisis, including behavioural support and social, emotional & mental health support, such as our Learning Mentor, our Family Partnership Worker as well as our Emotional Literacy Support Assistant. The pupil premium lead organises for school to host 'Aim High Days' predominately for disadvantaged pupils who are working at 'Expected High, or above' in English, Maths, or Science. The children are given the opportunity to spend the day with experts as well as groups of pupils from other schools.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used - Balance Teacher Assessment data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice;
- Work watch is used by the Pupil Premium Lead to enable discussions with pupils and targets are set
- Termly meetings with Pupil Premium Lead, Deputy Head Teacher and Year 6 pupils and teachers
- Assessment Data is analysed half termly 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 half term and the needs of children is reviewed.
- Feedback is personalised according to need of the individual and delivered as part of the following lesson.
- Interventions are immediate, in response to teaching and usually delivered by the class teacher
- 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 Grant spending, as well as staff support and contact with parents.
- A Link Governor is given responsibility for Pupil Premium, and meetings are held with the Pupil Premium Leader, termly.

Reporting

When reporting about Pupil Premium Grant funding within our three-year strategy, we will include:

- Review of previous spending including next steps
- Information about the context of the school.
- Objectives for three-year spending
- Reasons for decision making.
- Analysis of data.
- Use of latest research;
- Nature of support and allocation.
- Learning in the curriculum.
- Social, emotional, mental health and behavioural issues;
- Enrichment beyond the curriculum.
- Families and community;
- An overview of Pupil Premium Grant spending
- A summary of the impact of PPG;
- Report to Governors;
- Presentation to Governors.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents (Pupil Premium Strategy Statement) published on the school website outlining how the Pupil Premium Grant funding has been used to address the issue of diminishing the difference in attainment for pupils eligible for Pupil Premium Grant funding. This task will be carried out in line with the requirements published by the Department for Education.

Policy written by: K Howell

Date: December 2022