



**Longmeadow Primary School**  
**Pupil Premium Policy**

Policy Agreed: September 2019

Review Date: July 2020

## **Aims**

We have high aspirations and ambitions for our children and we believe that every child should succeed. 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 will give guidance on how this funding will be spent to ensure maximum impact for learners.

## **Background**

The Pupil Premium is a government strategy that targets extra money at pupils from deprived backgrounds. Research has shown that pupils who live in deprivation underachieve when compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential and to close the gap between key groups.

The government has used free school meals (FSM) criteria, children looked after and service children as indicators of deprivation and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a six-year rolling period.

Prior to April 2015, this funding did not apply to nursery age children. However, from April 2015 onwards, all ages of children in our setting benefit from this funding if they meet the relevant criteria. This policy therefore covers all children in receipt of Pupil Premium funding, including those in the Early Years.

At Longmeadow, we use the 'FSM Ever 6' indicator, as well as other knowledge the school holds about its children, to 'close the gap' with regards to progress and attainment.

## **Context**

When making decisions about using Pupil Premium Grant (PPG), it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children include less support at home, low self-esteem, weak language and communication skills, 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 Belief

We will provide a culture where:

- Staff believe in ALL children
- There are 'no excuses' made for under-performance
- Staff adopt a solution focussed approach to overcoming barriers
- Staff support children to develop positive attitudes towards learning, with children accepting challenge and wanting to succeed

## Data Analysis

We will ensure that:

- ALL staff members are involved in the analysis of data so that they are fully aware of trends across the school
- We use research 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 as far as possible, are involved in the analysis of data and the identification of pupils
- ALL staff are aware of who their pupil premium children 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...'

## Improving Day-to-Day Teaching

We will ensure that all children across the school receive good teaching as a minimum, by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of strategies across the school e.g. marking and feedback
- Share good practice within school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

## Increasing Learning Time

We will maximise the time children learn through:

- Improving attendance and punctuality

- Providing earlier identification of need and therefore intervention
- Extend opportunities for out-of-school learning
- Ensuring a consistent timetable across the school to make full use of the school day

### 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 teaching communicate effectively
- To provide high quality intervention across all phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Provide support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

### Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupil's books, observations, learning walks, case studies, staff, pupil and parent voice
- Assessment data is collected at least termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and Teaching Assistants attend pupil progress meetings regularly
- Feedback about a child's performance is reported regularly to the children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A Governor is given responsibility for Pupil Premium

### Reporting

When reporting on 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 communities
- An overview of spending
  - Total Pupil Premium Grant (PPG) received
  - Total PPG spend
  - Total PPG remaining
- 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
  - Implications for Pupil Premium spending the following year

The Governing Board 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 spent to address the issue of 'closing the gap' for such eligible pupils.

This task will be carried out in line with the requirements published by the Department for Education.

### **Review**

The Governing Body will review this policy in line with its annual cycle of review.