



Greenside Primary School Pupil Premium Policy

Last reviewed: March 2024

To be reviewed: March 2025

Written by: SLT

Ratified by the Governors on: 21st March 2024

Aims:

At Greenside, we have high aspirations and ambitions for our children and we believe that no child should be left behind. 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 outlines how we will ensure it is spent to maximum effect.

Background

Pupil Premium is a government initiative that provides additional funding for pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is 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 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 rolling six year period. At Greenside we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment and progress.

The school recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

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, to narrow any achievement gaps between them and their peers.

We also 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.

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.

Our pupil premium strategy is available on our website here: <https://www.greenside-sch.org/pupil-premium/>

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online.

Information on how the school uses the pupil premium is available here: <https://www.greenside-sch.org/pupil-premium/>

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in different categories.

Eligible pupils fall into the categories explained below.

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 received universal infant free school meals but would not have otherwise received free lunches.

Looked after children

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

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.

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

Roles and responsibilities

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 and supporting pupils with parents in the armed forces

- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- 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
- 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

Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- 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

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
- 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
- Sharing insights into effective practice with other school staff

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.

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 that there are "no limits" to what our children can achieve
- there are "no excuses" made for underperformance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mindset towards learning

Analysing Data

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of the strengths and areas for development across the school
- we use research (Education Endowment Foundation Toolkit) 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 are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable children are
- all pupil premium children benefit from the funding, not just those who are underperforming
- 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 and Teaching Over Time

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 the non-negotiables, e.g. marking and guided reading
- share good practice within the school and draw on external expertise
- provide high quality CPD
- improve assessment through moderation and enhancing the consistency of teacher judgement

Increasing Learning Time

We will maximise the time children have to make progress through:

- improving attendance and punctuality
- providing earlier intervention (KS1 and EYFS)
- extended learning out of school hours

Individualising Support

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

- looking at the individual needs of each child and identifying barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- using Team Leaders to co-ordinate 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
- tailoring interventions to the needs of the child
- recognising and building on children's strengths to further boost confidence

Providing Extensive Support for Parents

- to develop their own skills
- to support their children's learning within the curriculum
- to support them to manage in times of crisis

Monitoring and Evaluation

Staff 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