

Forty Hill CE School

Pupil Premium Policy



Please note that this Pupil Premium Policy should be read in conjunction with the Pupil Premium Strategy and supporting information which can be found on the school website www.fortyhill.com

Our Vision

that our safe and welcoming
Christian community gives
every child every opportunity to be
fulfilled, healthy and successful.



Aims

At Forty Hill CE 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 opportunity to realise their full potential and be fulfilled, healthy and successful in line with our strong Christian vision. Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

At Forty Hill, teaching and learning is based on the cycle of using assessment for learning and quality first teaching in conjunction with agile learning. This minimises lost learning and promotes high achievement, so emphasis is on all pupils making at least good progress rather than specifically narrowing the gap.

Pupil Premium funding will be allocated following a needs analysis of each child receiving the grant. Early intervention, building independence, developing communication skills and targeting gaps should enable children to make at least good progress.

Background

The pupil premium is a government initiative that targets additional funding at 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 national expectations and their full potential.

The Government has used pupils entitled to free school meals (FSM), looked after children (LAC) 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 Forty Hill we will be using the indicator of

those eligible for FSM as well as identified vulnerable groups as our target children to close the gap regarding attainment and to provide opportunities that would otherwise be unavailable to our vulnerable groups.

Context

When making decisions about using pupil premium funding, we see it as vital to consider the context of our school and the subsequent challenges our pupils and families face. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, 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 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.

Giving every child every opportunity to be ‘fulfilled’, ‘healthy’ and ‘successful’

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 **confidence, respect** and **determination**, create **friendships**, learn **forgiveness** and share in **celebration**

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 identify underachieving groups to ensure that we are focusing on accelerating progress for the right pupils
- We track pupils attendance and punctuality to ensure that it is not impacting on their progress
- We use research to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- A rigorous Pupil Progress structure is used to ensure that additional support is focused and FSM pupils are being picked up in the interventions and targeted teaching programmes the school run
- 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....”

Support for our Children

As well as the quality first teaching provided by our excellent staff, we will ensure that any additional support we provide to our children 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 trained and skilled staff to provide high quality interventions and a programme of targeted teaching
- Working with other agencies to bring in additional expertise
- Providing enrichment opportunities, including subsidising school journeys, experiences and trips, that will support our vision
- Volunteers to work with groups of children and individual readers
- Parent Mentors through the Enfield Town Schools’ Partnership (ETSP)
- Providing support for parents in order to support the whole family

- Recognising and building on children's strengths to further boost confidence (e.g. through enrichment opportunities and school clubs)
- The use of an out of class member of the senior leadership team to provide targeted support for identified pupils and liaise with parents

In our determination to ensure that ALL children are fulfilled, healthy and successful, we recognise the need for - and are committed to - providing completely individualised interventions and targeted teaching programmes for set periods of time to support children in times of crisis.

Monitoring and Evaluation

The School publishes the Pupil Premium Strategy Statement on the school website. This reviews expenditure for the previous year and sets out the desired outcomes for the next academic year. The plan identifies clear success criteria, linked to targeted outcomes, which the school tracks to ensure that funds improve outcomes for all pupil premium pupils.

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 six times a year and the identification of children is outlined in a provision map for each class and subsequently reviewed at each meeting
- Regular feedback about performance is given to children and parents
- Interventions and targeted teaching programmes are adapted or changed if they are not working
- Case studies are used to evaluate the impact of teaching and learning as well as pastoral interventions
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

The Governing Body is responsible for overseeing the provision for the children in receipt of the Pupil Premium grant. Within school there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of Pupil Premium pupils' learning, progress and success.

The Governing Body ensures that this information is up-dated annually and frequently raises questions around how the school is diminishing the difference for pupils eligible for Pupil Premium funding.

Accepted by the Governing Body: June 2018

Review Date: June 2020