

LEYS FARM JUNIOR SCHOOL PUPIL PREMIUM POLICY 2021

Purpose

The pupil premium grant (PPG) is a government initiative that targets extra money at pupils from deprived backgrounds to help raise attainment and support them to reach their potential.

Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

This fixed amount of money increases every year for the course of this current Parliament. At Leys Farm Junior School (LFJS) we will be using the indicator of those eligible for Free School Meals (FSM) as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Aims and Objectives

At LFJS, we strongly believe that all children have the right to equality of outcome. Our children are empowered to unlock their potential and celebrate independence, tolerance, success and excellence. We are determined to ensure that our children are given every chance to succeed by maximising potential, overcoming barriers and minimising gaps in attainment.

PPG represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect. Through the use of PPG funding, children from disadvantaged backgrounds are given the opportunity to experience enrichment activities in order for them to become successful learners and minimise any gaps.

Context

When making decisions about using PPG funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can include narrow vocabulary, poor oracy and specific writing difficulties, including Special Educational Needs and Disabilities (SEN-D). Some children may have poor phonological awareness and reading fluency. A proportion of children may struggle with general knowledge or have limited life experiences.

Mental ill health, poor self-esteem, lack of confidence and emotional wellbeing, including SEN-D, are also issues faced by some of these children. This can have an effect on behaviour, attendance and punctuality. Complex family situations may prevent children from flourishing.

Disadvantaged groups can include children and young people with parents in the armed forces, those eligible for FSM, children eligible for FSM in the past six years (Ever 6 FSM), looked after children (LAC), and children adopted from care (Post LAC).

Intent

At LFJS, we have high aspirations and ambitions for all of our children regardless of life experiences and are committed to providing opportunities to enable these children to realise their potential through all aspects of school life.

We recognise that some pupils from disadvantaged backgrounds may need additional support to help to overcome their barriers to learning. LFJS is a place where everyone can succeed and is committed to diminishing differences between vulnerable pupils and their less disadvantaged peers. The PPG forms a vital part of this process. The targeted and strategic use of PPG funding will help us to achieve our vision to raise attainment and accelerate progress for eligible pupils, whatever their academic starting point and potential.

To do this we ensure that:

- high quality teaching and high aspirations in the classroom meets the needs of all pupils to achieve or exceed age related expectations;
- appropriate provision will be made for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- we recognise that not all pupils who receive FSM will be socially disadvantaged and not all who are socially disadvantaged will be registered or qualify for FSM;
- we will also use the PPG in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances may prevent them from accessing specialist coaching or instruction;
- we will rigorously monitor the impact of strategies used and review provision in the light of tracking data and other evidence (Assessment, Pupil Progress Meetings);
- Governors are involved in monitoring the attainment between different groups of pupils.

Implementation

The use of PPG is to diminish differences between those pupils receiving it and their Non-Pupil Premium peers. All our work through will focus on raising the achievement of disadvantaged children to reach or exceed their age-related expectations. To do this we will analyse our data thoroughly to inform our decision making to maximise the impact of our PPG spending. Teaching staff will be involved in the analysis of data and identification of pupils' strengths and weaknesses.

The range of provision will include:

- high quality additional support delivered by a teacher or trained teaching assistant (TA);
- effective data analysis;
- good quality feedback (to foster self-esteem and confidence);
- individual or small group Intervention programmes to support learning (additional reading, maths or phonics);
- high expectations for those pupils who could flourish further with the appropriate intervention;
- use of good, high quality resources;
- curriculum enrichment opportunities (visits, visiting theatres, sporting opportunities, clubs);
- family engagement and attendance (breakfast club, homework support, pastoral support, transition support).

Impact

Pupils of socially disadvantaged backgrounds will be able to succeed in all lessons due to high quality teaching and appropriate provision to help pupils overcome their barriers to learning.

The progress of disadvantaged pupils will be in line with or above their peers and national averages. With appropriate support, PPG students will become confident learners.

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils’ work, lesson visits, learning walks, case studies, and staff, parent and pupil voice;
- assessment data is collected 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 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;
- the Headteacher maintains an overview of pupil premium spending;
- a Pupil Premium Champion is involved with monitoring and reviewing interventions and use of PP funding activities.

Assessment

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;
- research (such as the Education Endowment Fund Toolkit) is used to support us in determining the strategies which will be most effective.

British Values

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.

PPG funding will be used to provide additional activities in school, visitors to enrich the curriculum and subsidised visits to places of interest so all pupils can access them. In this way we want to provide experiences which bring thematic work alive, stimulate writing and ‘real life’ activities and ensure no pupil is disadvantaged because of home circumstances.

Children are encouraged to use British values including resilience and tolerance to persevere and know that we are all different with an individual set of needs. Teamwork is promoted through the use of small group interventions, Breakfast clubs and a range of after school activities. Attending school activities helps to promote well-being and inclusion alongside liberty and mutual respect.

Cultural Capital

Children from deprived backgrounds may have limited life experiences which will affect their choices and contribute to minimal cultural capital. This can have a detrimental impact on their understanding of the wider world around them and influence the decisions they make regarding their future learning. Funding may be used to increase participation in the arts and cultural activities including visits to increase opportunities for these groups of children.

Resources

- attending after school clubs
- breakfast club
- uniform
- free fruit for a healthy snack at breaktime.

Key Principles

By following the key principles below, we believe we can maximise the impact of our PPG spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children;
- staff adopt a “solution-focused” approach to overcoming barriers;
- staff support children to develop “growth” mindsets towards learning and classroom will feature growth displays.

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 PP and vulnerable children are;
- ALL PP 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

We will continue to ensure that **all** children across the school receive quality first teaching, with increasing percentages of outstanding teaching 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 joint levelling and moderation.

Increasing Learning Time

We will maximise the time children have to “catch up” through:

- improving attendance and punctuality;
- providing earlier intervention;
- 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 their barriers to learning;

- ensuring additional support staff and class teachers communicate regularly;
- providing high quality interventions;
- 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/carers;
- to develop their own skills;
- to support their children's learning within the curriculum;
- to manage in times of crisis;
- tailoring interventions to the needs of the child (e.g. Targeted maths and English revision sessions);
- recognising and building on children's strengths to further boost confidence.

Reporting

When reporting about PPG 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;
- an overview of spending;
- total PPG received;
- total PPG spent;
- total PPG remaining;
- a summary of the impact of PPG;
- performance of disadvantaged pupils (compared to non-pupil premium children);
- other evidence of impact;
- implications for PPG spending the following year.

The Governing Body will consider the information provided and we will ensure that there is an annual statement to the parents on the school website outlining how the PPG funding has been used to address the issue of closing the gap for pupils eligible for PP. This task will be carried out in line with the requirements published by the Department for Education.

The Pupil Premium Champion will also:

- monitoring the attainment and progress of pupils eligible for the PPG to assess the impact of the school's use of the funding;
- report on the impact of PPG spending to the governing board on an ongoing basis;
- publish the school's PPG strategy on the school website each academic year, as required by the DfE;
- provide relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

Reviewed: June 2021

Mrs A M Wass - Pupil Premium Champion