



Hook Norton CE Primary School

Pupil Premium Policy

Aims:

At Hook Norton, 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 and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding currently represents only a small part of our budget, however, we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money towards 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 Hook Norton 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.

Context

When making decisions about using pupil premium funding it is important to consider common barriers, for example: less support at home, overcrowding, poverty, 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.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are "no excuses" made for underperformance
- staff support children to develop positive attitudes towards learning

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 use research (Such as the EEF/Sutton Trust 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 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

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of marking and feedback
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through moderation within school, between local schools and with county

Increasing learning time

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

- Improving attendance and punctuality
- Providing early intervention (KS1 and EYFS)
- Extended learning out of school hours
 - Breakfast Club and after school Owl Club
 - A wide range of After School Activities and Sports Clubs
 - Family Focus and Extra Time courses and workshops at Chipping Norton School

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
- Matching the skills of the support staff to the interventions they provide
- Supporting children's well-being and mental health through individual support from the Pastoral Support Assistant
- Utilising electronic individualized programmes such as TTRockstars, Spelling Frame, Hit the Button, Abacus Maths.
- Working with other agencies to bring in additional expertise
 - ARCH – volunteer readers
 - CAMHS
- Providing support for parents through the Pastoral Support Assistant
 - 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 Spirals and Teddy Talk Time, Talkboost, RWInc Phonics, to support language and communication and social skills)
- Recognising and building on children's strengths to further boost confidence (e.g. encouraging participation in Drama or Sports clubs)

Going the Extra Mile

- In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

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 termly so that the impact of interventions can be monitored regularly
- Intervention programmes are measured at the start and the end to assess the impact, then adapted or changed if they are not working
- Teaching staff contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- A governor is given responsibility for pupil premium

Reporting

When reporting about 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 community
- an overview of spending
 - Total PPG (pupil premium grant) 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 e.g. Ofsted, Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for pupil premium spending the following year

The Governing Body 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 used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.