

Ambler Primary School and Children's Centre

Policy  
Pupil Premium  
January 2018



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Document Title:	Policy – Pupil premium		
Version Number:	1	Date of Next Review:	December 2018

This plan is subject to on-going change and will be updated as and when required.



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## **Introduction**

This policy incorporates the aims and values of our school ethos DREAMS, which is rooted in the belief that education at Ambler incorporates 'Achievement for All'.

Ambler Primary School recognizes that not all pupils who are eligible for Pupil Premium are under achieving - that some are more able. Others need more support in order to overcome barriers and achieve their potential. It is the school policy to plan, adapt and prepare for any individual or group, in which any area of under-performance is evident.

## **What is the Pupil Premium?**

Pupil Premium is additional funding from the government to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. It is primarily aimed at pupils who are from low income families, based on factors determined by the Department for Education (see <https://www.gov.uk/apply-free-school-meals>).

The category of children who qualify for the Pupil Premium includes children who have been registered for FSM in the past 6 years even if they are no longer FSM (known as Ever 6 FSM). The Department for Education declares that *"The pupil premium for 2017 to 2018 will include pupils recorded in the January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2017.*

It also includes children who are looked after by a local authority (children in care) and those who were looked after but have subsequently been adopted, or are under a special guardianship order, child arrangements order or a residence order. These children are dealt with in the Looked After Children policy as well as this policy.

For further guidance please see: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>.

Other pupils who we consider should be classified as 'disadvantaged' but are not eligible for FSM but at Ambler we treat as entitled to the same interventions etc. as those who are deemed FSM eligible.

At Ambler we know that there are often complex reasons why children do not succeed. There may be less support at home, language and communication difficulties, lack of confidence and self-esteem, lack of aspiration, behaviour issues and attendance and punctuality issues. We identify these as 'barriers to success' and therefore contextualise the decisions that we make about spending our Pupil Premium funding according to the specific needs of the individual pupil. This ensures all children can succeed whatever their circumstances.

## **How does Ambler Primary ensure it receives the Pupil Premium to which it is entitled?**

1. FSM data is now entered directly by parents into the Citizens Portal. Parents register online through Islington Council's website, and then enter details such as their National Insurance number, which enable the [council/ DfE] to determine if their child is eligible for Free School Meals.
2. Once parents have entered that data, the DfE collates all information on children eligible for FSM for a particular academic year. The information they receive is finalised in January each year, and the school receives an amount of PP for the academic year that follows their assessment of data. So, for example, information that the DfE finalises in January 2017 determines the amount of PP Ambler will receive for the academic year 2017 / 18.
3. To ensure that Ambler receives all the PP funding to which it is entitled the school sends an email to all new parents reminding them to register on Citizens Portal as soon as possible and input their data. The school engages with all parents who have not entered their details on Citizens Portal, and offers assistance to those who are struggling to understand the system, or who do not have access to the internet / computers to ensure that they enter their details.
4. Once the school has received the list of children who are entitled the PP, the school administrator checks this against their understanding of the child's circumstances and follows up any queries with relevant parents.
5. The Looked After children premium and Service Premium are dealt with in the same way - and the school administrator checks to ensure that all and any children who might attract the Looked After Children premium are correctly identified and entered in the school's / national system.

### **How does Ambler Primary use the Pupil Premium?**

The Pupil Premium ensures that as a school we focus on closing the gap between disadvantaged pupils and their peers. Rigorous focus on aspects of our provision including teaching and learning, intervention plans and pastoral support has the added effect of improving outcomes for all pupils.

At Ambler we believe that high quality first teaching is the biggest factor in ensuring that attainment and progress is rapid and sustained for all pupils. We therefore ensure that all teachers lessons are consistently a minimum of good with the aim that most are consistently 'very good' or 'outstanding'.

To compliment 'high quality first teaching' we employ specialist intervention teachers in KS1 and KS2 who run targeted programmes that focus on improving literacy and numeracy skills for pupils not making rapid and sustained progress. The intervention teachers are also employed to do planned cover for teachers who are undertaking professional development. We believe that developing and supporting teachers is the key to driving school improvement, our intervention teachers support managers of key curriculum areas by providing planned cover so that they can ensure our curriculum is cutting edge and responsive to data fluctuations.

As well as ensuring quality first teaching in every class, we implement a number of other strands to our Pupil Premium provision. These have been identified through approved educational research bodies such as the Education Endowment Foundation, research by John Hattie and Michael Walsh at Kings College London, who is leading our professional development on cognitive acceleration and thinking skills. At meetings of the Senior Leadership Team (SLT) we regularly evaluate the latest educational research to ensure that our thinking is up to date. One of Ambler's unique qualities is the holistic care provided to children. We work to ensure that we support the physical and emotional wellbeing of all pupils, particularly those who are disadvantaged.

### **How do we evaluate impact?**

- Every teacher is trained to analyse the performance of all pupils on FSM (Pupil Premium) (see Appendix 1) in termly Pupil Progress Meetings and. FSM attainment and progress is compared to non-FSM attainment and progress by looking at school and national data (see Appendix 2).
- Every six weeks (half termly) or at least once a term the Pupil Premium Link governor and the Pupil Premium leader meet to scrutinise the data and assess the impact of each intervention on individuals. Proving what works is at the heart of everything we do. If an intervention or teacher is not making a difference we will take quick action to change it.
- Regular feedback about individual performance and the opportunity to review and set new targets are set through a once a termly pupil conference where the class teacher is released to have one to one meetings with every single person in the class. The 1-1 conferencing with individual children provides an opportunity for teachers to listen to the individual children evaluate their progress and provide feedback for next steps forward. It is often the case that the space provided by these one to one conferences help identify issues that data alone cannot.
- Case studies are used to evaluate the impact of pastoral interventions and data around the individual pupils' performance is scrutinised for impact on progress and attainment.
- We incorporate a rigorous analysis of our Pupil Premium spend on an annual basis and plan our spend following review for the following year. Using data analysis tools such as Raise On -line and the Education Endowment Foundation Toolkit, we evaluate the outcomes of our strands of spend .
- A designated member of the SLT is responsible for all aspects of Pupil Premium. A designated governor (Pupil Premium link governor) and committee (the Development and Learning Committee) evaluates the review and planned spend for the following financial year.

### **Information provided on the Pupil Premium**

Schools maintained by the local authority must publish their strategy for the school's use of the Pupil Premium on their websites. We need to include

information for the current and the previous academic year.

For the current academic year, we are required to include:

- The school's Pupil Premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how we will spend the Pupil Premium to address those barriers and the reasons for that approach
- how we will measure the impact of the Pupil Premium
- the date of the next review of the school's Pupil Premium strategy

For the previous academic year, we must include:

- how we spent the Pupil Premium allocation
- the impact of the expenditure on eligible and other pupils

Pupil Premium is allocated according to a financial year. As schools don't know allocations for the end of any given academic year (April to July), we report on the funding up to the end of the financial year and update it when we have all the figures.

The Pupil Premium statement is available on the school website under the 'Pupil Premium' link

#### Systems , procedures and practice :

The operational management of the school's Pupil Premium policy is led by a member of the SLT and the following team who work to ensure appropriate support is put into place:

- Deputy head teacher
- EYFS phase leader
- Lower phase leader
- Upper phase leader
- Integrative child psychologist
- School business manager
- Learning mentor and attendance officer
- The link governor for Pupil Premium.

#### The Pupil Premium Lead

- Provides termly Pupil Premium progress reports for the Head Teacher and link governor
- Provides appropriate support and guidance for staff when planning Pupil Premium targets and support
- Liaise with external partners and agencies where necessary
- Monitors the quality and impact of intervention, e.g. one to one support, mentoring etc.

Phase leaders:

- Lead the intervention programmes
- Ensure that all Pupil Premium children have the best quality education through phase meetings
- Identify all Pupil Premium children in danger of underachievement and act accordingly through interventions, support and challenge of teachers in their phase

Integrative child psychologist

- Prioritises Pupil Premium children in her caseload
- Supports the removal of emotional barriers to learning

Learning mentor:

- Supports the social and emotional barriers to learning through small group work ,1-1 and in class support
- Keeps teachers up-dated on any barriers that are identified and supports teachers in helping Pupil Premium children to succeed.
- Seeks to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum.

Attendance officer :

- Maintains up to date records on the attendance of all Pupil Premium children and informs the DHT and Head Teacher if there are Pupil Premium families whose attendance is of concern.

School Business Manager:

- Monitors the delegation of funding for Pupil Premium
- Provides information on allocation for Pupil Premium funding via the school website

The Pupil Premium Lead and link governor will review and update this policy annually.

**Appendix 1: FSM – Attainment & Progress Tracking**

Who are your FSM pupils and how are they doing?

READING		ATTAINMENT				
		Sig below	Below	At	Above	Sig Above
P R O G R E S S	Significantly below					
	Below					
	Expected					
	Exceeding					

List your FSM children and the support, intervention or input they get for reading

WRITING		ATTAINMENT				
		Sig below	Below	At	Above	Sig Above
P R O G R E S S	Significantly below					
	Below					
	Expected					

MATHS		ATTAINMENT						
		Outstanding	Sig below	Below	At		Above	
P R O G R E S S	Significantly below							
	Below							
	Expected							
	Exceeding							

**Appendix 2: How do our FSM pupils and non-FSM compare to national percentages?**

	Attainment							Progress								
	READIN		WRITING		MATHS			READIN		WRITING		MATHS				
	F	N	FS	N	FS	N		FS	N	FS	N	FS	N			
Sig bell							Not									
Below (1,2							Expected									
At							Good									
Abo ve							Outstan ding									
Sig																