

Ambler
Primary School and Children's
Centre

Policy

Pupil Premium

January 2017



Next review with the Development and Learning Committee: January 2018

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

Distribution List

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Introduction

At Ambler Primary School we promote a culture that supports and challenges children to achieve more. We promote this through our ethos DREAMS. At Ambler we worked with all stakeholders' parents, governors, children and staff to identify 6 core values that improve achievement. The values that Ambler School believes are core to success in life are: Determination, Resilience, Enthusiasm, Ambition, Motivation and Self-belief. Our DREAMS ethos threads through every aspect of school life, curriculum, behaviours, having high aspirations and is central to our belief that whatever your circumstances you can achieve more.

We support children and their families offering a challenging, high quality and creative approach to learning and achievement.

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 and are eligible for free school meals (FSM). This category now includes any child that has been registered for FSM in the past 6 years even if they are no longer entitled to FSM (known as Ever 6 FSM). For more details please see: <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>.

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, more frequent 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?

To ensure that Ambler receives the Pupil Premium funding to which it is entitled, it follows a rigorous process to help identify all children who would be eligible for FSM, looked-after children and children who have been adopted. This is as follows:

- Parents of all new children are required to fill out a set of forms. One of these asks for basic information about the parents that enables us to gauge their eligibility for FSM. The school administration officer co-ordinates the distribution and return of all these forms.
- The administration officer identifies parents who have not yet returned their forms, or those who have not provided the details required and contacts them directly to encourage them to submit the information we need.

- Children whose forms are not returned cannot receive the free school meals to which every pupil at an Islington school is entitled.
- The school administration officer receives information from the Borough as to who is entitled and enters the information onto the database. FSM data is updated regularly to include any new arrivals.
- For each academic year, the government also provides Ambler with a list of pupils who have been eligible for free school meals at any point in the last 6 years. This list is available through a pupil premium download from the [Key to Success website](#). This data enables us to identify the pupils who have previously attracted pupil premium funding. It also helps us to estimate how much pupil premium funding the school should be allocated for budget planning purposes.
- We work with Islington's virtual school head (VSH) to identify all looked-after pupils.
- We identify all pupils who are adopted, where necessary asking parents. We mark these children on the [school census](#).
- At termly pupil progress meetings, where the SLT consider individual children, they discuss all aspects of children's circumstances. If data is mentioned that changes children's status so that they are eligible for the Pupil Premium, the school relays that information to the Local Authority and ensures that the school receives the correct amount of Pupil Premium.

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.

Disadvantaged children are defined as who would have been eligible for Free School Meals in the last 6 years ('Ever 6'). Pupils who are classified as 'disadvantaged' are not necessarily eligible for the Pupil Premium but at Ambler we ensure that all disadvantaged pupils are treated as entitled to the same interventions etc as those who are deemed Pupil Premium eligible.

At Ambler we ensure that all teachers' lessons are consistently a minimum of 'good' with the aim that 60% are consistently 'outstanding'. We believe that high quality first teaching is the biggest factor in ensuring that attainment and progress is rapid and sustained for all pupils.

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.

Strands of the Pupil Premium Support at Ambler:

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 Sutton Trust (now EEF) Toolkit, research by John Hattie and Michael Walsh at Kings College, London who is leading our professional development on cognitive acceleration and thinking skills. At SLT meetings 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. The support we provide using the Pupil Premium therefore includes:

- Intervention teachers in KS1 and KS2.
- Support and counselling work from an integrative child psychotherapist for those pupils who have an emotional barrier to learning
- Breakfast club and breakfast booster classes for identified KS2 pupils
- Easter booster classes
- Shine Saturday school
- Subsidised extracurricular sport
- Staffing a greater depth maths programme: CAME
- Funding booster classes for disadvantaged children
- Learning mentor to support our behaviour for learning policy and drive attendance
- Bilingual support workers (Somali and Bangladeshi) to improve home school relations
- Lunchtime activities to extend extracurricular provision such as Spanish for KS1 and choir
- Increased learning time by extending the school day and ensuring that disadvantaged children are targeted for extra curricular activities. This is monitored by the Extended Day manager (Kym Julien), and Pupil Premium leader (Helen Ryan)
- Relentless drive on improving attendance and setting annual improvement targets that exceed borough requirements
- Subsidised breakfast club places and after school places to improve the attendance (and thus attainment) of targeted families
- A Home Support worker who helps to keep attendance consistently high and who acts as a liaison between the school and parents / carers to resolve any issues that might affect attainment / children's wellbeing.

- Purchasing motivational prizes to drive attendance
- School journey subsidy
- Soft start breakfast club – to drive attendance and punctuality and to ensure a healthy start

How do we evaluate impact?

- Every teacher is trained to analyse the performance of 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 1-1 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 Online and the Sutton Trust School (EEF) 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

From the 1 September 2016, 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.

We diarise regular meetings between the SLT and the Pupil Premium governor to discuss all the data on the Pupil Premium (the amount of grant received, the way we allocate the funds and the impact of that allocation) and ensure that the School's website is up to date.

It is the responsibility of the school and the Pupil Premium governor to ensure that the data on the school's website is up to date.

All of the above information is available on the school website under 'Pupil Premium'.

The SLT and the Pupil Premium 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	Not enough					
	Expected					
	Good					
	Outstanding					

List your FSM children and the support, intervention or input they get for reading:
e.g. John – his group read twice a week with teacher

WRITING		ATTAINMENT				
		Sig below	Below	At	Above	Sig Above
P R O G R E S S	Not enough					
	Expected					
	Good					
	Outstanding					

MATHS		ATTAINMENT				
		Sig below	Below	At	Above	Sig Above
P R O G R E S S	Not enough					
	Expected					
	Good					
	Outstanding					

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

	Attainment							Progress					
	READING		WRITING		MATHS			READING		WRITING		MATHS	
	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM		FSM	NON FSM	FSM	NON FSM	FSM	NON FSM
Sig bell (1 level+)							Not enough						
Below (1,2 SL)							Expected						
At ARE							Good (1,2)						
Above (1,2 SL)							Outstanding (3+)						
Sig above (1 level+)													