



'Every Child, Every Chance, Every Day'

Reviewed By	Anne Booth	Policy Owner	November 2019
Approved by	Cate Gregory	Headteacher	November 2019
Ratified by	Alex Woodgate-Jones	Governor	November 2019
NEXT REVIEW			November 2020

The pupil premium is additional funding for publicly funded schools in England given by the Government. It is to ensure we raise the attainment of disadvantaged pupils of all abilities and close any gaps between these children and their peers. The pupil premium is allocated to children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

DFE Guidance

DfE guidance states that schools must publish on their website a strategy for their use of the pupil premium.

For the current academic year, schools must 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 the school will spend the pupil premium to address those barriers and the reasons for that approach
- how the school 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, schools must include:

- how the school spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils

What is Early Years Pupil Premium (EYPP)?

From April 2015, the EYPP funding was introduced allocating £50 million for children aged 3-4 years old in order to narrow the gap in achievement. This presents schools with up to £302.10 for each eligible child from the term after they turn 3.

It is our belief that engaging parents and carers is a key factor in raising standards.

When making decisions about using pupil premium funding it is important to consider the context of the school and any challenges ahead. Through targeted interventions we are working to eliminate barriers to learning and progress.

All Pupil premium strategies will be reviewed regularly to ensure they are having the intended impact in diminishing the difference. This will allow us to make rapid adjustments if certain strategies are not working well or to further extend successful strategies.

What is PLAC?

The DfE's view is that

"Many children from the groups described above will have experienced grief and loss and will have had traumatic experiences in their early lives. 72% of those adopted in 2013-14 entered care due to abuse or neglect. Their needs do not change overnight and they do not stop being vulnerable just because they are in a loving home. Their experiences in early life can have a lasting impact which can affect the child many years after adoption. We therefore believe that teachers and schools have a vital role to play in helping these children emotionally, socially and educationally by providing specific support, to raise their attainment and address their wider needs".

School Aims

We aim to ensure that every child leaves Shirley Infant School and Shirley Junior School excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives. All our work funded by the Pupil Premium money will be aimed at accelerating progress so that the vast majority of children leave Shirley Infant School and Shirley Junior School at, or above, the national average.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

Provision

Our provision follows the format of the NFER "building blocks" – see appendix 1.

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Quality first teaching
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 interventions
- Targeted teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Pastoral care is provided in order to raise the attainment of these pupils such as ELSA
- Access to therapeutic interventions and advice through Educational Psychologist
- Paying for activities that broaden the curriculum i.e., after school clubs and trips
- Providing basic school items such as school jumpers & milk (in Infants)
- Family Support worker with a focus on improving school attendance, building strong links between home and supporting families who work with other agencies
- Pre-teaching of topic learning enabling disadvantaged children to build their understanding and vocabulary and to become 'experts' when they repeat the learning with the rest of the class

Experiences and creativity are provided throughout the curriculum to ensure that all pupils are engaged and inspired in their learning in order to achieve the highest possible standard.

Training is given to staff to ensure they are up to date with the latest knowledge and new initiatives to effectively support pupil premium children. The training is based on current research from the Sutton Trust. Coaching is provided as part of their professional development and therefore raises the quality of the provision they provide.

Reporting

Class teachers are responsible for tracking pupils closely to ensure they are making progress alongside their peers. Year Leaders track this group closely on Insight Tracker, learning walks, book scrutinies and pupil interviews. Each child within this group has a Pen Portrait which closely tracks their attendance, progress and attainment over time, interventions, club uptakes and current barriers to learning. These are closely monitored by Pupil Premium leads with the child's class teacher. From these portraits we can track the interventions they have had over time and monitor their progress and the impact. These are then used to review current spend of Pupil Premium money.

Pupil Premium Leads analyse all data of our children eligible for Pupil Premium funding. Their progress and attainment is compared to children not eligible for this additional funding, drilling down into LA/MA and HA Pupil Premium to non-LA/MA and HA Pupil Premium. The Raise Online, Phonics screening, EYFS data, prior attainment and Local education authority data summary are used to compare results against national and local expectations. Monitoring will be used to help evaluate the strategies. These are data, assessment surgeries, pupil progress meetings, pupils' work, planning and observations. Year leader action plans monitor interventions and these are adapted or changed if they are not showing rapid progress of the pupil.

Regular discussions are made around strategies, interventions and progress within the Leadership and Senior Leadership Teams and Governors. A member of the governing body is responsible for liaison with the schools' pupil premium leads.

The Headteacher will produce annual reports for the Governors on:

- the progress made towards diminishing the difference, by year group, for socially disadvantaged pupils
- an outline of the provision including the Pupil Premium allocation and the breakdown of the expenditure
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.


The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference', for socially disadvantaged pupils. This statement is published on the school's website. Within all Teaching and Learning Governor meetings Pupil Premium Leads will be challenged on the spend, provision and progress of all children eligible for Pupil Premium funding. This policy should also be read in conjunction with any relevant Jefferys Education Partnership documentation/policies. Please ask if you need further information.


Appendix 1: Pupil Premium Building Blocks


Shirley Infants and Junior Plan for Dis-advantaged Pupils 2018-19

Research undertaken by the NFER has identified 7 building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.

1. Whole-school ethos of attainment for all
2. Addressing behaviour and attendance
3. High-quality teaching for all
4. Meeting individual learning needs
5. Deploying staff effectively
6. Data-driven and responding to evidence
7. Clear, responsive leadership

1. Whole-school ethos of attainment for all	
<p>We aim to ensure that every child leaves Shirley Infant School and Shirley Junior School excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.</p> <p style="text-align: center;"><i>'Every child, every chance, every day.'</i></p>	

2. Addressing behaviour and attendance	
<p>The links between regular attendance, reaching potential attainment and future life opportunities are well researched. For this reason the schools will encourage good attendance and be robust in monitoring attendance and take action when attendance fails.</p> <p>Barriers to Learning:</p> <ul style="list-style-type: none"> • Punctuality can cause pupils to miss key aspects of learning and miss the welcoming of each school day. Therefore, sometimes causing anxiety about entering the classrooms after registration with their peers. There are 25% pupils who have been identified as persistently late. (Persistent late considered as on over 5 occasions or equating to over 30 mins) • Persistent low attendance cause gaps to develop in children's learning. 14% have been identified as having persistent low attendance below 90% since September. • For some poor behaviour impacts hugely on learning and impacts on pupils' outcomes and achievement. • Low self-esteem and emotional and behavioural needs can restrict a pupil from accessing their learning. 	

3. High-quality teaching for all	
<p>Creative learning is at the heart of our teaching and learning policy at Shirley Infant and Shirley Junior Schools. We believe that developing creativity in pupils leads to learners with an excitement for learning, a confident and enquiring attitude, increasing independence in learning and willingness to take risks.</p> <p>Shirley Infant and Junior Schools emphasise 'Quality first teaching'</p> <p>Barriers to Learning:</p> <ul style="list-style-type: none"> • Low prior attainment requires rapid progress in order to meet age related expectations. Precision teaching and support needs to be carefully targeted by staff to accelerate progress. • Delayed speech and language can hinder their self-esteem and potential cause emotional stress. A pupil's sentence structure and phonic development can hinder their progress in Phonics and English particularly. Physical development with the muscles in a child's mouth can delay their sound pronunciation and speaking development. • Pupils who have English as an additional language (EAL) sometimes have difficulty in understanding vocabulary used in topics and forming a secure sentence structure. Their speaking development can sometimes be 2/3 stages behind their peers. It can take pupils with limited or No English a whole year to feel confident to use the language publicly and confidently. 19 % of EAL are also PP • Some children who are eligible for pupil Premium funding may not been able to have the life experiences their peers have had. This can mean that possibly they have had less opportunity to access a range of enrichment experiences that could support them in accessing the curriculum. We strive for all our children to have high aspirations for themselves linking to our statement: <p style="text-align: center;"><i>'Every child, Every chance, Every day.'</i></p> 	

Provision and Impact

- Family Support worker is employed one and half days a week. She works with some of our vulnerable families by visiting them in their homes, offering parental advice. She works with families to find solutions for poor attendance and support parents; this has resulted in better communication families who have historically found it difficult to engage with school.
- EWO to work closely with the school and parents, along with other professional agencies, to help them overcome problems which may prevent students from attending regularly.
- Attendance initiatives in class and whole school
- Our ELSA runs 'Talk about' intervention to develop social skills of identified pupils
- ELSA 1:1 session for individual needs
- Additional sports coach 'Team Spirit' at lunchtime as well as 2 extra Play Leaders to help build children's cooperative play skills to enable them to have a successful break allowing them to return to class ready to learn.
- TA led 'Purple Club' sessions in Year 3, working on self-esteem & social skills has seen a huge impact including better engagement with homework and in class, increased confidence, improved output of learning (Junior)
- Access to one paid after school club each term

Provision and Impact

- Curriculum design includes hooks, celebrations and enrichment opportunities in all subjects to ensure pupils enjoy and have a purpose for learning
- Pre teaching Curriculum now embedded and allows children early exposure to topic vocabulary and real life experiences. This allows the children to feel more confident during the topic and become mini experts in certain topics boosting their self-esteem and confidence to contribute.
- The school will cover the cost of music tuition for FSM who wish to learn an instrument. (Junior)
- The school will continue to fund school day trips for all pupils eligible for Pupil Premium.
- The cost of one residential trip is covered to ensure all pupils eligible for Pupil Premium experience a trip away once whilst at our school. (Junior)
- Talk for Writing to develop oral language
- Speech & Language & EAL TA specialist (0.6) support to boost language skills of certain children.
- Regular coaching by the SLT team and Year Leaders in class alongside the teacher and during PPA sessions.
- Whole school trained in P4C (ethos taken from Sutton Trust evidence that Oral Language Development increase attainment of disadvantaged pupils). P4C leads in place to plan focus days and ensure opportunities across the curriculum.
- Offer a range after school clubs subsidised by the school including Drumming, ukulele, cooking, art, Spanish, Latin sports clubs and choir (Junior)
- Offer a range after school clubs subsidised by the school including football, Dance, Little Cooks, Multiskills, Karate, High 5s (Infant)

4. Meeting individual learning needs



Teachers and leaders at Shirley Infant and Junior schools identify what challenges and interest each pupil. Through rigorous assessments, teachers plan each lesson according to the individual needs of each child. Resources are used to ensure each individual is supported for specific needs.

Barriers to Learning:

- Due to some language barriers for our EAL parents it can be difficult to communicate with the school or support their child at home with their learning.
- Some pupils do not have the life experiences needed to recall parts of their topic or use the language required for the topic or learning.
- Low starting points.
- Some pupils can have a much lower bank of key vocabulary.

Provision and Impact

-Continue to promote half termly 'Holiday Home learning project' Pupils provided with free resources and drop in session for parents to support with ideas for the children's project, this has resulted in an increase number of PP pupils bring back in home learning projects.

-Paired Reading Intervention for 10 identified pupils and parents/carers to boost reading at home. (Infants)

-Parent Intervention groups, pupils and parents learning together sessions, maths. (Junior)

-Feedback through marking is embedded within the schools; these children continue to be a focus and are monitored in each year group.

-Buddy system to support learning.

- Pre teaching curriculum plan to give Pupil Premium experiences prior to their topics and provide specific teaching of new vocabulary linked to their topic learning.

5. Deploying staff effectively



Shirley Infant and Junior Schools emphasise 'Quality First Teaching. All adult time is used effectively to ensure teaching is targeted to pupils' needs. Senior leaders and Year leaders continually assess, monitor and evaluate pupil progress and deploy staff accordingly

Barriers to Learning:

- Timetabling for staff to run intervention groups alongside requirements of curriculum.
- Recruiting good parent helpers so can be targeted for extra reading, sound recognition and number skills
- Maintaining trained staff in key positions to deliver key aspects of support.

Provision and Impact

-Continue using teaching assistants in all year groups work with identified pupils one to one and small group precision teaching or 'targeted activities' to address gaps in learning following a lesson so they can keep up with learning in the class.

-Staff continue to run interventions including basic skills teaching for the afternoon sessions.

-TAs read one to one daily with identified Disadvantaged pupils for pupils who are unable to read regularly at home using Paired Reading intervention

-TA and teachers have identified 'target pupils both LA and HA as a focus during whole class learning

-Teachers to have regular release to conference writing with LA/MA/HA pupils in Year 6 to give precise feedback at the point of learning.(Juniors)

-Before school maths club with purchased maths APP and ipads, run by 2 TAs for identified pupils. (Juniors)

-PP leads meet with staff regularly to review individual pen portraits. Staff are challenged on interventions and progress reflecting on the impact.

-PP Leads run PDMs to ensure all staff are focussing on rapid progress for **ALL** pupils within this group.

- PP leads meet with teachers to update Pen portraits and ensuring children are being targeted correctly.

6. Data-driven and responding to evidence



At Shirley Infants and Juniors we believe that assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Barriers to Learning:

- Low prior attainment requires rapid progress in order to meet age related expectations
- See barriers above in section 1, 2, 3, 4, 5

Provision and Impact

-Pupil Premium leads have focussed time to analyse disadvantage pupils data, support teachers through progress reviews and assessment surgeries, as well as develop year leaders of analysing vulnerable groupings.

-Progress reviews held termly focuses on gaps in learning identified in gaps analysis and action plans identified actions.

-Directed learning walks focussing on disadvantaged pupils, 'Learning through the eyes of disadvantaged pupils'

-HAMWIC review Day focusses on disadvantaged pupils and reviews staff knowledge, work scrutiny comparing PP with Non PP.

- Year Leaders hold accountability for this group in their year groups. Key planning opportunities and book scrutiny's are carried out to ensure progress and rapid progress.

7. Clear, responsive leadership



Senior leaders and governors set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment. Leaders share their thinking and invest whole heartedly in continuing professional development. The school improvement plan is directly linked to performance management objectives to ensure high outcomes for all pupils. The school invites challenge through regular reviews from both the local authority and HAMWIC education Trust

Barriers to Learning:

- Low prior attainment requires rapid progress in order to meet age related expectations
- See barriers above in section 1, 2, 3, 4, 5

Provision and Impact

-Following training and research using the Sutton Trust the schools have identified the school priorities for 2019/20 including provision of writing and specific writing skills.

-Pupil Premium leads review effectiveness of pupil premium provision and ensure that interventions accelerating progress and diminishing the difference rapidly

-On a regular basis SLT and LT observe disadvantaged pupils, scrutinise work, discuss learning interventions with teachers and ensure progress is evident.

-Pen portraits written for every disadvantaged pupils to track interventions and progress across both schools.