



# **Sheerness West Federation**

## **PUPIL PREMIUM POLICY**

March 2018

Review: March 2019

*“Dreams Come True With A Positive View”*

| <b>Policy Review Process</b> |                   |
|------------------------------|-------------------|
| Frequency of Review          |                   |
| Reviewed                     | <b>March 2018</b> |
| Reviewed By                  | <b>FLT</b>        |
| Next Review Date             | <b>March 2019</b> |

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| <b>Policy Status</b> | <b>Non-Statutory</b> |
|----------------------|----------------------|

| <b>Policy Approval</b>           |               |               |              |
|----------------------------------|---------------|---------------|--------------|
| <b>Policy to be approved by:</b> | <b>FLT</b>    |               |              |
| <b>Title</b>                     | <b>Name</b>   | <b>Signed</b> | <b>Dated</b> |
| Chair of Governing Body          | Mr D Goodwin  |               |              |
| Executive Head                   | Mr S Davies   |               |              |
| Head of Schools                  | Miss H Brewer |               |              |
|                                  |               |               |              |

A hardcopy of this document can be found in the main Reception Office or FLT Office at each school. It is also stored electronically on the shared area and in some cases on the websites. If you require an electronic copy please speak to a member of the Federation Leaders Team.

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## OUR VISIONS, AIMS AND VALUES ARE TO:

- Make The Federation an outstanding learning community
- Inspire a love of life-long learning
- Create high aspirations; to challenge, inspire and encourage all children to become independent
- Provide a safe, secure, positive and creative learning environment that inspires, motivates and encourages all children to become independent
- Provide a creative curriculum that enables all children to become happy, well-rounded, confident and productive members of society
- Foster and encourage risk-taking and critical thinking within a challenging, safe, fun and thought-provoking learning environment
- Model a respectful and inclusive community that develops a range of social skills and expectations
- Equip all children with the necessary transferable skills to be economically viable adults
- To promote values and develop skills which enable our children to become confident, tolerant and aware of their own well-being and that of others
- Equip all staff with the skills required to deliver the curriculum with drive and excellence, acting as positive role models
- To enable all children and staff to recognise their strengths and abilities, and build on these to reach their full potential
- Give constant support and encouragement to all our families

## BACKGROUND

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. 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 full potential and to narrow the gap between them and their peers.

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 (Ever 6). This fixed amount of money is expected to increase every year for the course of this current Government. **For the year 2015/16 this will be £1320 per Pupil premium pupil. Further information on this is available at <https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant> ????????**

## CONTEXT

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, 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” approach that will bring about improvement.

## 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 adopt a “solution-focused” approach to overcoming barriers
- Staff support children to develop “growth” mindsets 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 and can identify gaps in achievement.
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

## 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 using our team leaders 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 schools and federation and draw on external expertise
- Provide high quality continuing professional development (CPD)
- Improve assessment through federation levelling and moderation

## INCREASING LEARNING TIME

We will maximise the time children have to access learning through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours - Early mornings and after school; Easter holidays

## INDIVIDUALISING SUPPORT

*“We will employ a targeted and universal approach to the Pupil Premium spending plans. This will mean that as many children as possible can benefit from this funding. This is crucial as although approximately 50% of our children across federation are eligible for PP funding, there is a significant amount of children and families who are just above the benchmark for this*

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*funding and they need to be targeted too to ensure that all our children make good and better progress with their learning.” (Executive Head)*

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 support staff and class teachers communicate regularly
- 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 to develop their own skills to support their children’s learning within the curriculum

## **GOING THE EXTRA MILE**

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. There is a well resourced Federation Wellbeing team with staff in both schools dedicated to the emotional wellbeing of all the children.

## **SHEERNESS WEST FEDERATION MODEL**

At Sheerness West Federation we have concentrated our spending on teachers and TA’s rather than resources.

Where space is limited at Rose Street a Log Cabin has been built in the sea garden to ensure space is available for interventions. We have appointed an extra teacher in year 6 in the morning and a different teacher 2 days a week in year 2 in order to narrow the gaps. We also have 2 qualified TA’s who deliver catch up intervention programs to KS2 PP children. A middle leader PP Champion joins us in January 2017 to have responsibility for ensuring the gaps narrow. This also ensures that afternoon interventions are kept to a minimum giving our most vulnerable children access to the whole curriculum. ?????? A federation inclusion leader oversees the PP/SEN children’s provision.

At West Minster, an experienced KS1 teacher has been appointed to work three days a week with PP children who are operating both below and above expected levels. These children are also taught in small groups and targets are set in collaboration with class teachers. In KS2 experienced teaching assistants are deployed to work with identified PP children. **Newly appointed** ???? Assistant Heads for both KS1 and KS2 monitor and evaluate PP interventions. The SENCO arranges interventions for children with SEN and who are also PP.

In both schools PP money is spent to ensure the more able PP in upper KS2 can access the Brilliant Club, a scheme run by PhD students from top Universities to ensure challenge and aspiration.

In both Rose Street and West Minster, assessment is ongoing and provision is changed on a weekly basis where necessary. Formal assessment is carried out every 6 weeks and new groups of children identified where appropriate.

## 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
- Assessments are closely moderated to ensure they are accurate
- Pupil progress meetings take place 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
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The Federation SLT, together with the school business manager, maintain an overview of pupil premium spending,
- A governor is given responsibility for pupil premium

## REPORTING

The Executive Head Teacher reports to governors on a termly basis on how the pupil premium monies are being used effectively to narrow and close the attainment gaps at both schools.

We report yearly on the use of the Pupil Premium funding and how we are using this to ‘narrow the gap’.

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.