

St John's Upper Holloway CE Primary School



Pupil Premium policy

October 2018

Our Vision

We are a visionary school that seeks to instil a lifelong love of learning. Our core Christian values will inspire and prepare our children to lead successful and fulfilling lives.

Our Mission

St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:

- promoting the highest standards of teaching and learning, with excellent leadership
- being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
- providing a rich and stimulating curriculum that will inspire and challenge
- being a happy, healthy and safe place
- providing excellent care, guidance and support
- with a strong partnership between school, parents and the community

We seek to promote core values within our children, preparing them for a successful life, being:

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values

Introduction

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs. This is an essential, integral part of the spiritual development of the whole school community.

As with all children at St John's, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The pupil premium is a government initiative that targets additional money at pupils from deprived backgrounds. Research shows these children can underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils to reach their potential and narrow the gap between their achievement and the achievement of their non-deprived peers.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament. At St John's Upper Holloway CE primary school we will be using the indicator of those eligible for Free School meals at any point during the last six years as our target children to 'narrow the gap'.

We employ strategies that we know will support our pupils increase their attainment, and ‘narrow the gap’. We are accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

Provision

In order to meet the above requirements, the Governing Body of St John’s CE Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2018-19 is to ‘diminish the difference’ so that our disadvantaged pupils are making at least good progress and achieving in line with non-disadvantaged pupils nationally.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of our school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings as well as more frequent meetings between the class teachers and leadership team.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision

- Interventions* that support individual children or small groups with specific specialised teaching, particularly in Maths and English;
- Intensive tuition and booster given to pupils during and after school and including Easter booster;
- Additional texts, resources and hardware to support targeted teaching and learning;
- Subsidising various arts enrichment activities to boost confidence and resilience, including the Y6 residential trip
- An extended school programme offering a wide range of extracurricular clubs including breakfast club to develop skills and target attendance;
- Further supporting home-school links including the employment of an attendance and welfare officer to focus on attendance and punctuality.

* Interventions include: 5 minute box, number box, additional 1:1 reading, Catch Up literacy, toe by toe, One to One tuition (including specific literacy support for pupils with dyslexia), Maths and English booster sessions and Easter booster sessions in Maths and English (see school provision map for the full list of interventions).

The Deputy Headteacher/ inclusion manager and Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be reviewed by the Governors’ Curriculum Committee.

Reporting

It will be the responsibility of the Deputy Headteacher , to produce a termly report for the Governor's Curriculum Committee on:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- 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 curriculum committee will outline the school's progress towards 'diminishing the difference' for socially disadvantaged pupils on a termly basis. This will be communicated to the full governing body.

The Governors of St John's CE Primary will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of achievement of disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. The information will also be available on the school website.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'diminish the difference' between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development and Improvement Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school consistent approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Date of policy: October 2018

Review date: October 2019

Approved by staff _____ (head) on _____

Approved by governors _____ (chair of C&S committee)

on _____

Appendix – pupil premium (PP) funding and achievement data for 2017-18

Funding and expenditure summary

In 2017-18, the total amount of funding the school received was **£115,220**

The school allocated this funding as below:

Additional TA support for individual and group interventions	£26,400
Additional TA support within class for focus groups	£62,220
Dyslexia and literacy specialist support	£ 8,600
Free breakfast and after school club provision	£ 5,000
Subsidised trip payments including Y6 school journey	£ 2,000
Booster/setting sessions	£ 3,000
Home school support worker	<u>£ 8,000</u>
	£115,220

The key outcomes for our pupils

The school tracks the attainment and progress of each child individually each term to consider the impact of the additional support they are receiving and provides a detailed analysis report for governors. However, the information below provides a summary of attainment for the end of each key stage.

End of Early Years Foundation Stage

(this class had 5 pupils entitled to pupil premium)

	Good level of development	Achieving ELG for prime areas	Achieving ELG for literacy	Achieving ELG for maths
% of disadvantaged pupils	75%	75%	75%	75%
% of non disadvantaged pupils in school	72%	72%	72%	80%
% of non disadvantaged pupils nationally (2017)	73%		76%	81%

Although there was a slight 'gap' between disadvantaged pupils and their peers at the start of the year, our disadvantaged pupils made good progress and achieved slightly above their peers by the end of the year in most areas of the early years curriculum.

End of KS1

(the class had 13 children entitled to pupil premium)

	Reading	Writing	Maths
% of disadvantaged children achieving/exceeding the national expectations	64%/7%	71%/7%	71%/14%
% of non-disadvantaged children in school achieving/ exceeding the national expectations	87%/20%	67%/13%	73%/27%
% of non-disadvantaged pupils nationally achieving/exceeding the	79%/29%	74%/18%	80%/25%

national expectations			
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The attainment of our disadvantaged pupils was well below that of their peers and non-disadvantaged pupils nationally in reading and maths at the expected level and greater depth for all subjects. These areas will continue to be an area of focus in 2018-19 for these pupils. Four of the children in this group (4/13) have SEND and two additional children are awaiting assessments for dyslexia and ASC.

End of KS2

(the class had 11 children entitled to pupil premium)

	Reading	Writing	SPAG	Maths	Combined
% of disadvantaged children achieving/exceeding the national expectations	100%/46%	91%/27%	91%/27%	91%/27%	91%/9%
% of non-disadvantaged children in school achieving/ exceeding the national expectations	100%/47%	93%/20%	80%/53%	100%/47%	93%/20%
% of non-disadvantaged children nationally achieving/ exceeding the national expectations	80%/33%	83%/24%	82%/39%	81%/28%	70%/12%
Average scaled score for disadvantaged pupils	110.3	NA	107.6	105.8	
Average scaled score for non-disadvantaged pupils nationally	106.1	NA	107.2	105.4	
Average progress score for disadvantaged pupils	+3.28	+0.25	NA	-0.21	
Average progress score for non- disadvantaged pupils nationally	+0.31	+0.24	NA	+0.31	

At the end of KS2, our disadvantaged pupils' attainment was above national average for all subjects at the expected standard and also above national average at the higher score/greater depth for reading and writing.

The school also tracks the progress of children within all other year groups. Again, the "gaps" vary between subjects and year groups, although the "gaps" were most significant in Years 1, 2, 3 and 4 and we will be providing intensive support for these pupils in the year ahead.

In 2018-19, our school received £105,600 and we will spending it on a similar range of targeted support including the following:

- Additional TA support within each class
- Additional TA support for small group and individual interventions
- 1:1 tuition
- Free breakfast and after school club provision
- Subsidised trips and school journey

- Booster and setting sessions
- Dyslexia support
- Family home/school support worker

A full breakdown of this support and the associated expenditure can be seen in the pupil premium statement for 2018-19.