



Holly Hill  
Church School

## Pupil Premium Policy

*As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.*

Date issued: September 2017

Review date: September 2018

Signed: ..... (Pupil support Committee Chair)

## **Aims**

At Holly Hill Infant School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. *As a Christian school our vision is to promote 'Life in All its Fullness.'* Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within our Christian ethos that this vision has been developed and will be implemented. We believe that learning should be fun, purposeful and challenging. Through our engaging curriculum we aim to equip each child with the skills they need for lifelong learning. We aim to develop confident learners, who take ownership of their learning, are proud of their achievements and are well prepared for life in modern Britain. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

## **Background**

The pupil premium is a government initiative that provides extra money for pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. 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. At Holly Hill we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

## **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".

## **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

We will provide a culture where:

- staff believe that there are "no limits" to what our children can achieve
- 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
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective.

## **Identification of Pupils**

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."

## **Teaching and Learning**

We will continue to ensure that all children across the school receive at least 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, working walls etc.
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

We aim to maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing early intervention (KS1 and EYFS)
- Extended learning out of school hours; subsidised breakfast club and after school clubs for pupil premium pupils.

Individualising support:

"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise (speech and language therapist, autism training, therapeutic family support)
- Provide support for parents through workshops, one to one meetings or family support, depending on the needs of the family.
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence (e.g. providing a wide variety of after school clubs to promote interests and talents)

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.

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – progress and achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
  - Assessment data is collected frequently so that the impact of interventions can be monitored regularly
  - Assessments are closely moderated to ensure they are accurate
  - Teaching staff and support staff attend and contribute to pupil progress meetings 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 and curriculum interventions on pupil premium pupils.
  - A designated member of the SLT maintains an overview of pupil premium spending
  - A governor is given responsibility for pupil premium

### **Reporting**

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year: reasons for decision making, analysis of data, use of research
- nature of support and allocation whether this be learning in the curriculum, supporting social, emotional and behavioural issues, enrichment beyond the curriculum or support to families and the community
- an overview of spending of the pupil premium funding
- a summary of the impact of pupil premium funding (Performance of disadvantaged pupils (compared to non-pupil premium children), other evidence of impact e.g. Ofsted, Accreditations, case studies (pastoral support, individualised interventions), implications for pupil premium spending the following year). The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.

## **Governors**

The designated link governor for pupil premium will act on behalf of the governors and board of directors to monitor and review the progress and impact of pupil premium funding. This will involve termly meetings with the pupil premium lead to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

This policy will be reviewed annually. Date agreed:

(signed)

Chair of Governors

(signed)

Headteacher