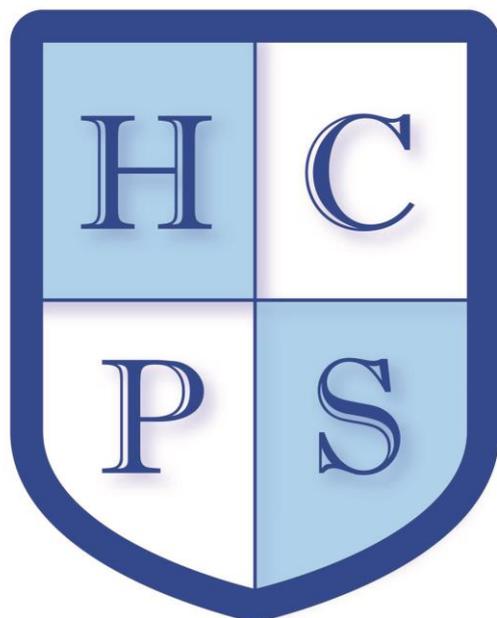


# Hunslet Carr Primary School



## Pupil Premium Policy

**High expectations**  
**Caring**  
**Positive attitude**  
**Successful**

Policy reviewed: January 2017

Next review: January 2018

*High expectations, Caring, Positive and Successful*

## **STRENGTHS OF OUR SCHOOL**



### **The Children**

- Are well behaved, calm and polite
- Are engaged, positive and resilient
- Are supportive and helpful towards others
- Have an input on important decisions
- Have a sense of belonging

### **The Community**

- School supports the whole family not just the child
- Recognises the importance of attendance
- Spreads our growing reputation as a good school
- Helps celebrate the children's achievements
- Supports the school on improving behaviour

### **The Curriculum**

- Is a fun curriculum that is engaging
- Maintains a strong focus on the basic skills
- Is enriched through extra-curricular activities
- Supports our most vulnerable children
- Provides a rich variety of experiences & opportunities

### **The Staff**

- Develop nurturing relationships with children
- Provide good quality teaching and learning
- Support one another to help the children
- Are consistent in how they treat children
- Identify children's SEN needs early

## **THE CURRICULUM WE HOPE TO PROVIDE**



### **Skills - Successful**

Fluent and confident in Reading, Writing and Maths  
Communicate with confidence  
ICT skills fit for the future  
Life skills – social, money, time, dining and cooking  
Safety skills – Swimming, healthy choices  
Problem solving skills – Patience & Resilience  
Managing Feelings

### **Attitudes – Positive Attitudes**

Confident, proud and independent  
They believe that 'Impossible is Nothing'  
Celebrate the achievement of others  
Understand and celebrate a range of cultures  
Take responsibility for themselves & others  
Be honest and learn from their mistakes  
Respectful, caring and helpful

### **Experiences - Caring**

To experience Family Style Dining  
Going away on a residential trip  
Visiting a range of places of worship  
A chance to look after an animal or grow a plant  
Relevant trips to theatres/farms/beaches  
Taking part in public performances  
The opportunity to represent the school.

### **Knowledge – High Expectations**

High school ready English & Maths  
To know about local places of interest  
To know where we are in the world  
Life skills – social, money, time, dining and cooking  
Information about possible careers  
To know major historical facts  
To know their own strengths

## **Overview**

'**Impossible is Nothing**' is at the heart of our school. We have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential. Supporting this belief is the government initiative, Pupil Premium.

The Pupil Premium funding is additional to main school funding and it will address any underlying inequalities between children eligible for Pupil Premium funding and those not eligible, ensuring that funding reaches the pupils who need it the most.

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these children.

Alongside Pupil Premium funding, the school receives Early Years Pupil Premium (EYPP) which is additional funding for early years settings, to improve provision for eligible 3 and 4 year olds. This funding is reported separately to this Pupil Premium.

## **Context**

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded children in comparison with their Non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. The targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

### **1. Policy Objectives**

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The funding will be used to diminish difference between the achievement of these pupils and their peers.
- We have high aspirations and ambitions for our children and we believe that no child should be left behind.
- We will ensure that the additional funding reaches the children who need it most and that it makes a significant impact on their education and lives, giving every chance to reach their full potential.
- We will use National guidance and best practice alongside the context of our school and pupil needs.

## 2. Principles

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

### Building Belief

We will provide an environment where:

- Staff believe in ALL children,
- Staff have a solution focused approach to overcoming barriers,
- Staff support children to develop a passion for learning,
- Children believe '**Impossible is Nothing.**'

### Identification of Pupils

- We will ensure that individual assessments are completed by the school in maximising provision to meet the needs of all learners.
- We will ensure that all adults working in a class are aware of the children who are eligible for the premium so that they can effectively support them.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We recognise that not all children who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively by our Inclusion team, in applying for the meals, but also therefore the additional funding.
- We recognise that not all children who are registered or qualify for Free School Meals (FSM), are socially disadvantaged so we will ensure that entitled parents and carers are supported sensitively by our Inclusion team, in applying for the meals, but also therefore the additional funding. As a result, we refer to our pupils entitled to PP funding as Pupil Premium rather than 'disadvantaged', which is the preferred OFSTED term.
- 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).

### Provision

- Pupil Premium will be clearly identifiable within the budget.
- The Headteacher in consultation with the Governors and Staff, will decide how the Pupil Premium is spent for the benefit of entitled children, as well as other children where appropriate.
- The Senior Leadership Team and the Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by individual members: Co-ordinating provision (PP Lead/DHT, Strategic accountability (PP Link Governor), Inclusion (SENDcO,) Assessment (HT), Pupil Progress (Phase Leaders), Maths/English provision (Middle Leaders) and advocates of PP provision (PP Champions).
- Where possible we will use the **EEF website (Including the EEF Toolkit)** produced by the Sutton Trust to sign post us to proven effective strategies to *diminish the difference* in performance for children eligible for funding as well as using best practice from the NFER '**Building blocks to Pupil Premium success**'

### **Quality First Teaching**

We will continue to ensure that learning and teaching opportunities meet the needs of all children, since our primary purpose is to ensure that quality first teaching is provided throughout the school, to every child.

### **Individualising Support**

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

- Looking at individual needs of the child and identifying their barriers to learning, liaising closely with the teachers/support staff, Inclusion team and external agencies.
- Tailoring interventions to the needs of the child so that they might reach their potential (e.g. Speech and language or Year 6 exceeding tutoring).
- Funded interventions will include pastoral support where appropriate through our highly skilled and experienced Inclusion team.
- Providing extensive support for parents to support their children's learning within the curriculum, at all levels.

### **Agreed Principles**

- The school will subsidise residential activities to the level of 60% so that no activity will be outside the reach of our eligible children.
- The school will set aside £500 for each class so that eligible children have access to experiences that all children should have access to.

### **Monitoring and Evaluation**

- The school will assess what additional provision should be made for the individual children.
- We will monitor evaluate and review the success of the impact of the Pupil Premium funding in light of a wide range of data – achievement data, children's' work, observations, learning walks, case studies and staff, parents and pupil voice.
- Assessment data is collected half termly and the impact of interventions is monitored regularly.
- Teaching staff and support staff (Including PP Champions) attend and contribute to regular pupil progress meetings.
- Regular feedback is given to children (by teaching and support staff) and their adults (by SLT/PP Lead).
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children and also their non-eligible peers.
- We will then seek to further develop strategies and interventions which can improve the progress and attainment of these children, involving the widest possible group of appropriate stakeholders, including staff, the Governing Body, children and their families, in making suggestions about Pupil Premium strategies and evaluating outcomes.
- The Link Governor will liaise with the Pupil Premium Lead termly to be a critical friend in support and challenging the use of Pupil Premium funding.

## Reporting

- The school will be accountable for how it has used the additional funding to support the achievement of those children entitled to the Pupil Premium and the Pupil Premium Lead will report to the Governing Body on how effective the strategy document has been in achieving its aims.
- We will continue to publish online information about how we have used the Premium. (Please see website for individual spending plans)
- Members of the Governing Body will ensure that an annual strategy is published on how the Pupil Premium funding has been used to address the issue of '*diminishing the difference*', for socially disadvantaged children, and what the impact has been. Publication will include posting the strategy on the school website.

## Outcomes

- This policy will play an important part in the educational development of the individual children who are entitled to the Pupil Premium as well as their non-eligible peers.
- We will ensure that these children are treated equally to others and that the additional funding is used well to address the challenges they face.
- The school will use the additional funding to promote the achievement and progress of all entitled pupils and also their non-eligible peers.
- Through our incisive use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met.
- As a result of the additional funding, we aim for our PP children to make better progress and achieve higher standards than possible without this funding.
- Ultimately, our funding fosters a proactive, holistic approach to a flexible and personalised support where '**Impossible is Nothing**', despite a child's circumstance.

## Review

This Pupil Premium policy needs to be reviewed and adopted in the next Governors meeting (January 2017)

It will then be discussed termly in Governor Resource meetings.

**Chair of Governors:** \_\_\_\_\_  
(Mr. K. Birkin)

**Headteacher:** \_\_\_\_\_  
(Mr. M. Lumb)

**Next Review:** January 2018

***High Expectations, Caring, Positive and Successful***

