

Manor Hall Academy



PUPIL PREMIUM POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change



Manor Hall
Academy Trust

Cicely Haughton School

Pupil Premium Policy 2020/21

The School Vision

- To celebrate success in education.
- To deliver a balanced and appropriate National Curriculum to meet the needs of the pupils.
- To nurture emotional development to enable pupils to contribute positively to the community.
- To keep pupils safe, to foster pupil's feelings of security and belonging and to enable pupils to be challenged and make suitable progress.
- To demonstrate the value of informed choices in relation to healthy lifestyles.
- To prepare pupils for the future by offering a range of experiences, opportunities and skills in order to become independent adults.

Aims:

At Cicely Haughton School we believe all children have the right to a broad and balanced curriculum, to be healthy, to feel safe, to enjoy work and achievement and to make positive contributions to their own learning and welfare during their time at school. Pupil premium funding allows pupils to be targeted for both their academic and emotional needs. This policy will outline how the budget is to be used to ensure it has maximum effect.

Background:

The pupil premium is a government initiative that targets extra money towards 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 potential.

The Government has used pupils entitled to free school meals (FSM), looked after children (LAC) 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 six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament.

Context:

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced by particular cohorts. Common barriers for FSM and LAC pupils whilst at Cicely Haughton School sometimes mean less support at home, weaker language and communication skills, specific learning difficulties as mentioned on individual EHC plans, lack of confidence, behaviour difficulties, emotional difficulties, mental health problems and attendance & punctuality issues. The challenges are varied and there is no 'one size fits all' approach.

The key principles:

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

- Staff building strong relationships with the pupils to help them overcome barriers and encourage positive mind-sets to learning.
- Staff providing a rich and varied learning experience both in and out of school.
- Staff believing all pupils can achieve success.

The use of data will ensure that:

- All staff are fully aware of strengths and weaknesses across the school.
- A combination of data analysis tools are used to help target individual needs.

Identification of pupils:

- All staff are aware of who the pupil premium pupils are.
- All pupil premium children benefit from the funding, not just those who are not gaining their expected targets.
- Pupils individual needs are considered, which includes emotional, mental health and attendance concerns.
- SLT analyse academic data each term and through discussion and meetings all staff are involved in pupil interventions.
- Pupil interventions are implemented as class, group, individual or whole school levels.

Individualised support:

Individualised support takes many different forms at Cicely Haughton School. All pupils need something whatever that might be. This can be in the form of specific one to one intervention, group interventions or by individual provision of resources/opportunities.

We will ensure that the additional support is effective by:

- Looking at the individual needs of the pupil and identifying their barriers to learning.
- Ensure that additional support staff and class teachers communicate regularly.
- Tailoring interventions to the needs of the pupil (e.g. HLTA - focusing on their reading comprehension which will help them when back in class).
- Recognising and building on pupil's strengths to further boost confidence, (e.g. use of peer mentors in PE for the younger pupils).
- Working with other agencies to bring in additional expertise.

Monitoring and Evaluating

We will ensure that:

- A wide range of data is used:
 1. Attainment/tracker data (pupil's work, observations, staff, parent and pupil voice, case studies, CAT, EAZ Assessment Tools and NFER Assessments).
 2. Emotional data (Blot scores, Boxall, pupil observations, behaviour target sheets, home school journals, staff and parent feedback.
 3. Attendance data.
- Tracker data is collected each term with age or score related tests taking place to coincide with the annual review.
- Assessments are closely monitored and moderation takes place throughout the years to ensure they are accurate.
- Pupil interventions are monitored by class teachers/subject leaders regularly and discussed with the SLT. These are reviewed on a regular basis if they are not working.
- Emotional data is reflected on daily in morning staff meetings (teaching staff and support staff) and weekly by the whole school. Interventions are then put in place which are over seen by a member of the SLT.
- Regular feedback about performance is given to pupils/parents and carers through the class teacher and SLT.
- A designated member of the SLT maintains an overview of pupil premium spending.(currently J.Hancock)
- A governor is responsible for pupil premium.

Reporting-

When reporting about pupil premium funding will include:

- Information about the context of the school.
- Objectives for the year.
 - reasons for decision making.
 - analysis of data.
- Nature of support and allocation.
 - Learning in the curriculum.
 - Social, emotional and behavioural issues.
 - Enhanced partnership working.

- An overview of spending.
 - Total Pupil Premium grant (PPG) received.
 - Total PPG spent.
 - Total PPG remaining.

- A summary of the impact of PPG
 - Performance of PP pupils compared to non-pupil premium.
 - Implications for PP spending the following year.
 - Case studies (LSU, ESU and pupil interventions)
 - Other evidence (OFSTED, accreditations and Blot data)

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.