

Pupil Premium 2019-2020

| Date | Review Date | Pupil Premium Co-ordinator | Nominated Governor |
|------------|-------------|----------------------------|--------------------|
| 01/09/2019 | 31/07/2020 | Mrs J Kernoghan | Dr Rahanu |

THE PUPIL PREMIUM GRANT

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). 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 potential. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional payment for each of their pupils eligible for free school meals. The payment for each pupil this academic year is £1320. The payment for looked after children is £2300.

The Early Years Pupil Premium was introduced in 2015 for early years settings to improve the education they provide for disadvantaged 3 and 4 year olds. The payment for each pupil this academic year is £302.10

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which may currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to the school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of disadvantaged pupils.
- Use the latest evidence based research (1) on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of the pupils.
- Be transparent in reporting how we have used the Pupil Premium, so that parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist pupils who need additional support in a time limited way.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining the school's approach to narrowing the gap in attainment and achievement for disadvantaged pupils, we will, however ensure that information for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as the school development plan, self- evaluation, the school prospectus, school web site and newsletters. There will also be references to disadvantaged pupils in behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team.

ROLES AND RESPONSIBILITIES

We expect all members of the school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for pupils.

THE HEAD AND SENIOR LEADERSHIP TEAM

The Head and members of the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff members are aware of their responsibilities in narrowing the gaps of pupils. They will also ensure that staff members are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through Appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include information for Governors on the progress made towards narrowing the gap, by year group, for disadvantaged pupils.

TEACHING AND SUPPORT STAFF WILL:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

GOVERNING BODY

The Governing Body has an important role in ensuring the school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

At the end of the academic year, the Governors will ensure that there is an

annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in the school and the impact this has had.

MONITORING AND REVIEWING THE POLICY

Work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that become available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using. The annual review will involve staff, pupils, governors and parents and carers.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- **On the school website (with paper copies available on request in the school office) and in the staff Induction Handbook.**

SIGNED AND DATED: Head: Kiran Thapar
Chair of Governing Body: Dr Harjinder Rahanu

Date of Policy: September 2019

Review Dates: **September 2020**

Grange Park Infant and Nursery School

Pupil Premium Grant Expenditure: Report: 2019/20

We have identified some key areas which we believe will maximise the impact of our pupil premium spending in the Pupil Premium Grant Expenditure 2018 /2019.

Grange Park Infant and Nursery School is a four-form entry school in the London Borough of Hillingdon. We have a Nursery and provide breakfast club from 8am to 8.45 am each morning and after school clubs until 4.30 pm.

We have high percentages of FSM, SEN and EAL pupils. We have high migration with pupils joining and leaving the school throughout the academic year. We see our diverse community as strength and we are committed to ensuring that the challenges we face are mitigated so that all pupils can reach their full potential. We believe there is no “one size fits all” so it is essential that we identify individual barriers in order to provide personalised targeted support so that our children can flourish.

Pupil premium funding represents **3.4%** proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

Through targeted interventions we are working to eliminate barriers to learning and progress.

Many children start school with low attainment on entry and our aim is to ensure that they make progress in order to reach age related expectations + as they move through the school.

Our plan is to provide interventions, which predominantly focus on raising achievement and developing and increasing parental engagement.

| Number of pupils and Pupil premium grant (PPG) received | |
|---|---|
| Total number of pupils on roll | 312 in the main school 88 in the Nursery |
| Total number of pupils eligible for PPG | 51 in main school 11 in the nursery |
| Total amount of PPG received | £67320 |
| Early Years PPG | 859 |
| LAC | 2300 |
| | <hr/> £70479 |

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| Nature of support 2019/2020 | |
| Focus on Learning in the curriculum | £48671 |
| Focus on social, emotional and behavior | £10791 |
| Focus on enrichment beyond the curriculum | £11017 |
| Curriculum Focus: Increase % of children working at age related expectations in reading, writing and mathematics 7 | |

| Year group | Project | Cost | Objective | Success Criteria and Evaluation |
|--------------|-----------------------------------|-------|--|---|
| Whole School | Year Group Leaders 12 days x 4 | £8880 | <p>To set high expectations within teams</p> <p>To ensure consistent Implementation of school initiatives</p> <p>To Monitor the effectiveness of assessment procedures</p> <p>To plan for the intervention groups</p> <p>To monitor the progress of pupils receiving interventions</p> <p>To track and analysis pupil progress across the year group</p> <p>To support and encourage parents to raise aspirations and expectations</p> | <p>Success Criteria:</p> <p>Assessment, planning and tracking shows that through rigorous monitoring, pupils make expected progress throughout the year.</p> <p>Interventions show that pupils are making good progress</p> <p>Tracking is effective in showing that pupils:-</p> <ul style="list-style-type: none"> In Key Stage 1 are making appropriate progress using Rising Stars assessment and end of year statutory assessments. In Foundation Stage achieving a good level of development in reading, writing and number. <p>Pupil Premium pupils make progress as a result of planned, appropriate interventions.</p> <p>Parents are seen to be confident to support their children's learning as a result of attending meetings and workshops organised by the year group leaders.</p> <p>Pupil premium children make progress in line with all pupils commensurate with their starting points.</p> |

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| | | | | Evaluation of Effectiveness: |
| Key stage 1 | Unqualified Teachers in Key Stage 1 X 2 0.4 each | £25228 | To target children with support in writing, reading phonics and mathematics. | Success Criteria <ul style="list-style-type: none"> Pupils make expected progress as a result of the agreed interventions that have been delivered to identified children in Year 1 and 2, in the areas of reading, phonics, writing and mathematics. Evaluation of Effectiveness: |
| Whole School | Learning Mentor | £5625 | To support identified families overcoming barriers towards learning and promote good attendance | Success Criteria: Vulnerable families feel supported and children are encouraged to achieve their full potential as a result of better attendance and parental support with learning Evaluation of Effectiveness: |
| EYFS | EAL Manager | £2700 | To work in the Foundation stage to assess EAL stage and support children who are at the early stage of acquiring English as an additional language. | Success Criteria Children make progress evidenced from On Entry Data and End of EYFS Profile, Language Link Analysis and observational notes. Evaluation of Effectiveness: |
| Whole school | Inclusion manager 1 day per week x 19 weeks | £7030 | To provide Individual support and monitoring for SEN children who may also be PP To liaise and prepare documentation with/for outside agencies, such as Speech Therapists, Educational Psychologists to provide the best possible outcomes for the pupils. | Success Criteria: Progress of pupils is seen as a result of the IEPs the pupils have been working on A high level of communication is maintained with CTs and intervention staff to provide feedback, illustrating progress towards targets. As a result of the work of the SENCO individual pupils receive the help, support and guidance from the appropriate outside agency. Evaluation of Effectiveness: |

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| Nursery | TA 0.25 | £4833 | To provide Individual support for pupils in the Nursery in receipt of PP funding particularly in the area of CL | <p>Success Criteria Pupil Premium pupils make progress in line with non Pupil Premium pupils</p> <p>Evaluation of Effectiveness:</p> |
| Whole school | Breakfast Club Welfare Assistant + TA | £5166 | To ensure pupils are in school on time and have received a nutritional breakfast in preparation for the school day Individual pupils are targeted to receive help with reading during breakfast club. | <p>Success Criteria The Breakfast Club is seen to be thriving; leading to good attendance, children have a good start to the day.</p> <p>Progress is evident for identified pupils receiving reading Intervention.</p> <p>Evaluation of Effectiveness:</p> |
| Whole school | Enrichment Activities | £11017 | <p>Provision of workshops on a range of themes to support the curriculum for example, life bus, pantomime and Crew</p> <p>Bug Club – Homework Provision for children.</p> <p>Mathletics Mathematics homework for children</p> <p>School trips and After school clubs</p> | <p>Success Criteria Children’s participation in workshops to raise pupils confidence, enhance writing and deepen understanding of topics</p> <p>Bug Club - provides children and parents with online resource to complete reading homework</p> <p>Mathletics - provides children and parents with online resource to complete mathematics homework</p> <p>All pupils are able to attend educational school visits.</p> <p>Evaluation of Effectiveness</p> |
| | Assisting with the cost of school trips | | | |

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| Total PPG received | |
| Total amount of PPG received | £67320 |
| Early Years PPG | 859 |
| LAC | 2300 |
| | £70479 |
| Total PPG expenditure | £70479 |
| PPG remaining | |

Focus on Learning in the Curriculum:

To Increase % of children working at age related expectations in reading, writing and mathematics by:

Senior leaders to oversee interventions and assessment procedures to ensure that planning and tracking shows rigorous monitoring of pupil progress throughout the year.

Support parents through curriculum information meetings to support their children in the learning process

Intervention support at all levels focusing on writing, reading phonics and mathematics including:

- 1) Small group learning
- 2) Phonic interventions
- 3) Writing interventions
- 4) One to one reading interventions.
- 5) Mathematics interventions

EAL manager to work in the Foundation stage to assess EAL stage and support children who are at the early stage of acquiring English as an additional language.

Inclusion manager to support and monitor Pupil Premium pupils on the SEN register.

Success criteria

Interventions are impacting on pupils and they are making good progress.

Tracking shows pupils in Key Stage 1 are making the Expected level of progress and in Foundation Stage they are achieving a good level of development in the areas of reading, writing and number.

This support will ensure that Pupil premium children make progress in line with all pupils commensurate with their starting points

Focus on Social, Emotional and Behaviour

The Learning Mentor to work with targeted children and families who require support.

Breakfast Club - pupils are in school on time and have received a nutritional breakfast in preparation for the school day

To support children 's emotional and social development and learning including pupil premium children:

Success Criteria

- Pupil premium children supported with positive well being outcomes/ overcoming barriers to learning
- Children's Well Being supported enabling them to progress in their learning
- Families are supported to help limit the difficulties they may be experiencing and the impact it may have on their children's learning.

Enrichment Beyond the Curriculum

Provision of performing workshops on a range of themes to support the curriculum.

Bug Club – A resource to provide online reading homework for the children

Mathletics - A resource to provide online mathematics support for the children

NB: All the staff involved in supporting pupil premium children will use a percentage of their overall time.

Evaluating the impact of Pupil Premium Spending

The school has good systems in place to monitor its own performance over time. Tracking of individual pupils is rigorous so that gaps can be identified and interventions put in place to raise attainment. We do this by: -

- Ensuring there is support for all eligible pupils
- Using classroom monitor termly to track the progress of FSM pupils.
- Assessments are closely monitored
- Discuss pupil progress termly at pupil progress meetings.
- A designated member of the SLT maintains an overview of Pupil Premium Spending