



FEDERATION OF HACKBRIDGE PRIMARY SCHOOL AND SPENCER NURSERY SCHOOL PUPIL PREMIUM AND EARLY YEARS PUPIL PREMIUM POLICY

Background

The Pupil Premium and Early Years Pupil Premium (EYPP) is government funding that is awarded to schools for children who are or have, in the previous 6 years, been entitled to Free School Meals. Research shows that children from disadvantaged backgrounds often underachieve compared to their non-disadvantaged peers. Pupil Premium funding is therefore used to ensure that disadvantaged pupils are provided with opportunities that enable them to close the gap that may exist between them and non-disadvantaged pupils.

The government does not tell schools how they should spend the funding, but does hold schools accountable for making the best possible impact on the outcomes for disadvantaged children.

At Hackbridge Primary School and Spencer Nursery School we aim to give all children the best possible life chances by preparing them well for the next stage of their education whether that is as they move from EYFS to KS1, KS1 to KS2 or KS2 to high school. We believe that this early preparation builds the foundations of their success as they ultimately approach the world of work and their own economic security. We recognise that not all children who attract the Pupil Premium Grant will be off track in their learning and that some will be more able and are consequently targeted to ensure they are working at greater depth. We are also mindful that some children who do not attract the grant may be vulnerable. We therefore support all children to make the best progress they can from their individual starting points and to achieve the best they can academically, physically, socially and spiritually no matter what their background.

We consider the needs of our individual children and what we feel is the best way forward for them, we use our data to identify gaps in learning and attainment, but also make good use of recommendations from case studies and research carried out by organisations such as The Sutton Trust-EEF – Teaching and Learning Toolkit and NFER – Evidence for Excellence in Education.

Barriers

The main barriers to expected progress and attainment that we have identified for our disadvantaged pupils fall into the main categories below:

- Physical and material disadvantage including in some instances poor housing and severe poverty
- Low aspirations and expectations from home
- Limited exposure to an enriched language environment
- Lack of exposure to varied life experiences
- Poor emotional resilience and self-regulation skills
- Poor attendance rates for pupils that are eligible for PP (attendance rates for 2016/17 for PP at Hackbridge was 91.23% which is below the national target for all children of 96.1%)

Ways in which we aim to overcome barriers for disadvantaged pupils

We base our practice around 'building belief' in our pupils and on the NFER 7 Building Blocks.

Building Belief

On all sites we provide a culture where:

- All staff believe that there are no limits to what each child can achieve
- There are no excuses for lack of personal progress or underperformance
- A solution focussed approach is made to overcoming barriers

- The curriculum is rich and varied (Cornerstones Curriculum at Hackbridge Primary Years R-6 and Early Years Foundation Stage Curriculum at Hackbridge and Spencer Nurseries).
- Children at Hackbridge Primary are supported to develop 'growth mindsets' towards learning
- Children are, age appropriately, encouraged to think about their future economic wellbeing and have aspirations for their future careers

NFER research identifies seven “building blocks” for interventions to raise the attainment and outcomes of disadvantaged children. These are:

- **Whole-school ethos of attainment for all**

We have an expectation that all children can make good or accelerated progress. Each child is an individual and, whilst we have clear knowledge of which children are entitled to Pupil Premium we do not treat them as a 'group' or make assumptions that they are all facing similar barriers to learning. We recognise that some pupils will face emotional or physical barriers to learning and we therefore provide a good range of support, for example Hackbridge Primary offers Play Therapy, Child and family Support Worker, nurture groups, Family Group and ELSA sessions. Spencer Nursery has a trained ELKLAN worker to support speech and language development across the setting. We seek to raise children's aspiration through good support and encouragement, involving pupils in their learning progress and by making them aware of their need to work towards an economically secure future e.g through Careers Week, Career Dress Up Day and Growth Mindset.

- **Addressing behaviour and attendance**

We ensure that effective behaviour strategies are in place and that pupils understand how to make good learning and social choices. We ensure that all children can learn free from disruption in class. Poor attendance and punctuality are addressed and families are supported in many ways to encourage and secure improvement. Teachers are aware of persistent absentees and support these children to ensure their progress stays in line with their peers.

- **High quality teaching for all**

We have an ongoing cycle of CPD so that teachers are enskilled in the curriculum and are kept up to date with new initiatives and sharing of best practice. We expect 'Quality First Teaching' and we set high standards and robustly monitor performance regularly. Teachers and early years practitioners take part in peer observations where they have the opportunity to develop their skills and practice within their year group teams. We monitor teaching and learning across each site through a cycle of lesson observations and learning walks. Where any teaching or provision falls short of what we expect, actions are put in place to address needs and ensure rapid improvement.

- **Meeting individual learning needs**

At both sites the curriculum and provision is interesting and exciting so that children can engage happily with their learning. Teachers, early years practitioners, SLT and the SEN team identify any challenges that impair a child's progress and then work together to find the best strategies that will enable each child to achieve the next step in their learning. We provide individual support, including 1:1 Precision Teaching at Hackbridge Primary School, other individual support and group support in both settings for pupils with similar needs. At Hackbridge we aim to enable children to make the best use of their learning time and take control of the progress they feel they can make, e.g. through 'Hop, Skip and Jump' in maths. At Hackbridge, where age appropriate, pupils self-assess and respond to teacher feedback as part of our teaching and assessment cycle.

- **Deploying staff effectively**

Teachers, early years' practitioners and support staff are trained to provide learning opportunities that will have the most impact on individual pupil progress. Teachers, early years practitioners and support staff monitor children's progress, address needs and are held accountable through the Performance Management cycle.

- **Data-driven and responding to evidence**

At Hackbridge teachers complete an overview sheet that goes to SLT which identifies pupils who are off track and which also makes clear if they fall into any key groups including Pupil Premium and Early Years Pupil Premium. We use 'Pupil Asset' to record pupil attainment and identify gaps in learning for individuals and groups. Pupils are assessed regularly and data is entered by teachers so that any underperformance can be addressed in a timely manner.

At Hackbridge and Spencer Nurseries children are assessed against the Development Matters Statements.

- **Clear, responsive leadership**

We expect that all teaching and support staff are leaders of their own area of work and that they will seek advice where necessary and make sound decisions based on their professional knowledge of the needs of their pupils. Senior Leaders in school set high aspirations and lead by example. We invest in staff training and ensure that the school ethos is shared, understood and embraced by all. The senior leadership team ensure that activities and, where age appropriate, educational visits broaden and enrich the curriculum and that there is no barrier to all children taking part in these. We aim to ensure that both sites provide a caring and kind environment where all children feel safe and can thrive.

Provision

At Hackbridge Primary the Pupil Premium Grant is used to address the areas in the 7 Building Blocks.

Provision includes:

- Leading Practitioners
- Pupil Premium / PiXL teacher
- HLTA for Behaviour
- PE TA
- Support staff to support in class, teach groups and 1:1 precision teaching activities
- Staff to run lunch time clubs
- Access to learning and enrichment including PiXL clubs for Key Marginal pupils, Home Learning Club, lunchtime, before and after school clubs, Careers Week, writing workshops with published author, mural artist
- Therapeutic intervention including Play Therapist and Child and Family Support Worker
- CPD for staff
- Swimming lessons
- Year 6 School Journey
- Improvement of pupil/ adult ratio to support disadvantaged pupils in Early Years

At Spencer Nursery the Early Years Pupil Premium Grant is used to address identified areas of need.

Provision includes:

- Early Years Practitioners to support individual children
- ELKLAN trained member of staff to give 1:1 to support Speech and Language development
- Resources to support areas of need identified on the EYPP Strategy

Tracking and Impact

At Hackbridge Primary all pupils are monitored, regularly assessed and discussed through Pupil Progress meetings. Children in receipt of the Pupil Premium Grant and those entitled to Free School Meals are easily identifiable on our tracking system and are discussed at Pupil Progress meetings including the progress they have made and the impact of interventions. Our school Provision Maps record interventions and outcomes. Pupil Premium funding will be allocated following regular needs analyses which will identify priority pupils.

The Pupil Premium Champion tracks the progress and outcomes of children in receipt of the Pupil Premium Grant and Free School Meals and records impact on the Pupil Premium Strategy Plan. At Spencer Nursery, the Nursery Teacher and SLT monitor the progress of children in receipt of the Early Years Pupil Premium Grant. Impact is recorded on the Early Years Pupil Premium Strategy Plan.

Reporting

The Department for Education (DfE) requires schools to publish details of their Pupil Premium and Early Years Pupil Premium allocation, spend and impact on the school website. Under the Data Protection Act 1998 schools must ensure that individuals or groups cannot be identified.

Our Pupil Premium Strategy Plans are on our websites and impact is reviewed termly.

The SLT provide termly updates to governors of the progress and attainment of disadvantaged pupils.

Success Criteria

The evaluation of this policy is based on how effectively we can narrow the gap between socially disadvantaged pupils and their peers.

- Any child off track is quickly identified and effective solutions are put in place
- Disadvantaged pupils make at least expected progress from their previous key point
- Disadvantaged pupils are well prepared for the next stage of their education
- The vast majority of disadvantaged pupils meet their personal targets
- Disadvantaged pupils have equal opportunities to take part in the school and wider curriculum
- Attendance for disadvantaged pupils is at or above national expectation
- Disadvantaged pupils feel safe in school and are happy learners

This review: November 2020

Next review: November 2021