

# James Cook Learning Trust

## PUPIL PREMIUM

### POLICY



**JAMES COOK**  
**LEARNING TRUST**

#### Document History

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By	Head Teacher and Governing Body
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#### SCHOOL VISION

James Cook Learning Trust offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes. The targeted and strategic use of pupil premium will support us in achieving our vision.

**Aims:** We have high aspirations and ambitions for our children and we believe that no child should be left behind. 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 targets extra money at 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 James Cook Learning Trust we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment. Our decisions about using pupil premium funding are based on the context of our school and the subsequent challenges faced by our children. Common barriers for FSM children can be lack of books and technology, 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”.

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 mind sets towards learning

### **Analysing Data**

. We 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 which pupils receive pupil premium funding and who our 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....”

### **Improving Day to Day Teaching**

. We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and presentation
- Share good practice within the school e.g. through the use of team teaching, and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation both within school and with outside agencies

### **Increasing learning time**

. We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours e.g. after school homework clubs.

### **Individualising support**

. 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
- Matching the skills of the support staff to the interventions they provide
- Measuring the impact of interventions and altering them if they are not accelerating learning and allowing children to diminish the difference.
- Working with other agencies to bring in additional expertise e.g. speech and language therapists
- Tailoring interventions to the needs of the child (e.g. pre teaching of concepts)
- Recognising and building on children's strengths to further boost confidence (e.g. providing residential opportunities and enrichment visits to boost knowledge and understanding of the world and first hand experiences)

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – 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 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
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- 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 e.g. Learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community.
- An overview of spending including
  - a. Total PPG (pupil premium grant) received
  - b. Total PPG spent and
  - c. Total PPG remaining
- A summary of the impact of PP
- Performance of pupil premium pupils compared to non-pupil premium children.

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- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies including pastoral support and 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.

### **Supporting Parents**

. We will provide support for parents by signposting them to services that will support with managing money, managing behaviour or crisis at home. School will develop a multi-agency approach to ensure that parents receive the support they require. School will ensure that parents know who the safeguarding leads are in school.

The school has safeguarding and pastoral support provision to further support parents.

### **Principles**

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged

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### **PROVISION**

The range of provision the school may consider making for this group of pupils could

include:

Reducing class sizes or number of children in teaching inputs (split inputs), thus improving

opportunities for effective assessment for learning (AFL) and accelerating progress.

-Providing small group work with an experienced teacher or teaching assistant (TA),

focussed on overcoming identified gaps in learning.

1:1 support.

Additional teaching and learning opportunities provided through teachers or high quality TAs or external agencies as part of our extended schools work and curriculum enrichment.

-Education Welfare Officer (EWO) or Care Team support with wellbeing; attendance and punctuality issues. This may also include external specialist assessment and therapies.

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1:1 or small group support in relation to pupil well-being, led by the Care Team and involving outside partnerships E.g. THRIVE, Play Therapy

Staff training which has proven impact and educational resources that are sustainable and will meet the learning needs of identified pupils

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All our work through pupil premium will be aimed at accelerating progress; moving children to at least age related expectations

. Initially this will be in communication, English and Maths.

Pupil premium resources may also be used to target able children on FSM to achieve above the National Standard by the end of KS1 or KS2

Class teachers will be aware of who is in receipt of pupil premium in their class.

Provision and progress of Free School Meals (FSM) children will be discussed at half termly pupil progress meetings, led by a member of the Senior

Leadership Team.

This is also monitored by the Head Teacher / Deputy Head and Leadership Team and SENCO

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Provision along with intervention data will be analysed termly against progress in order to measure impact. This will be done by the Head Teacher and other members of the Senior Leadership Team Outcomes will be shared at team level by senior leaders and will inform future planning of provision.

## REPORTING

It will be the responsibility of the Head Teacher to produce reports for the Governors on:

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The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

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An outline of the provision that was made since the last meeting.

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An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving particular provision.

The Governors/ Trust will ensure that there is an annual statement to parents/carers on how the pupil premium has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils

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