

# Chestnuts Primary

## Pupil Premium Policy

**Adopted by:** Chestnuts Governors

**Dated:** June 2013

Signed: ..... (Chair Finance & Personnel)

Dated: .....

**Date of Issue:** June 2011

**Status:** (Every Two Years)

**Reviewed:** June 2013

**Status:** This policy is to be reviewed every 2 years by the Finance & personnel Committee

**Chestnuts Primary School**

## PUPIL PREMIUM POLICY

### OUR SCHOOL

Chestnuts Primary School is located in Tottenham, North East of Haringey. The school is in one of the most deprived areas of London, 10<sup>th</sup> most deprived district in England according to the ODPM of 2010, 0.53 deprivation indicator (N=0.24). 16% of our children have special educational needs. We have 4 looked after children and 6 children subject to a child in need plan. Free School meals has fluctuated over the past 5 years and is currently 31.7% eligibility (N=26.2%) Key year group issues include year 6 and 4, high % of EAL, FSM children, SEN and mobility compared to the rest of the school.

The school serves a diverse community;

- Free School Meals - 31.7% eligibility (N=26.2%)
- English as an Additional Language 62.3% (N =17.5%)
- Multi Ethnic groups 82.8% (N = 26.7%) *main ethnic groups: White British 16.5%, 19.5% Any Other White (including Eastern European and Spanish), Any Other Mixed 6.8%, Caribbean 11.5%, African 13.6% and Any Other Ethnic Group 16%.*
- Mobility 26.9% (N=14.6) *mainly in the upper junior school*

### Chestnuts Vision

We aim to ensure that pupils leave Chestnuts Primary School having identified a skill, talent or aptitude, and with a sense of their own uniqueness. We teach children to challenge self imposed restrictions, foster high aspirations and encourage positive self esteem, enabling them to leave our school secure in the knowledge that the world is at their feet.

We motivate and inspire pupils through our creative curriculum and teaching which is innovative, well paced and child initiated and hopefully makes learning irresistible.

We expect children in our community to reach age related levels, in line with national standards, as a minimum and ensure that the barriers to learning are removed so that every pupil reaches their full potential.

At Chestnuts, we teach pupils to take responsibility for their own actions; children learn that they have choices and learn to evaluate the consequences of the choices they make.

All members of the school community, including pupils, staff, governors and parents, recognise that they hold a stake in Chestnuts Primary School; they are committed to establishing a life-long love of learning, enabling our children to take their place confidently within a rapidly changing world.

In the financial years 2011/12 Chestnuts received £57,096, 2012/2013 £96,600, 2013/14 £148,000 and 2014/15 £180,070 of Pupil Premium funding overall.

The DfE has given schools the freedom to use the Pupil Premium as they see fit, based upon our knowledge of our pupil needs.

*'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

However, we are accountable for the use of this additional funding.

## **THE PUPIL PREMIUM BACKGROUND**

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 aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

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 £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623, and a further increase was announced 2013/14, so that it is now worth £900 per eligible pupil. Children of service personnel receive a lower amount of £250. In 2014/15 FSM children receive £900 per eligible pupil, Looked after children and adopted children receive £1,900 per pupil.

## **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 had an impact on narrowing the attainment gaps which 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.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

Section 9 of this regulation requires schools to publish.

*'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.*

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

## 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 our school is used solely for its intended purpose.
- We also recognise that the Dedicated Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research<sup>1</sup> on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our 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 our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- 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 an 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 our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

<sup>1</sup> Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' [www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement](http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement) .

## DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our pupils, staff, governors and parents/carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected

characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2012, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

**LINKS TO OTHER POLICIES AND DOCUMENTATION**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self- evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

**ROLES AND RESPONSIBILITIES**

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

**The Head Teacher and Senior Leadership Team**

The Head Teacher through Phase Leaders on the Senior Leadership Team is responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management 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 Teacher to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

*Beth Stickland (Assessment Leader) and Pat Man (SENco)* has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. *She* has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. She knows how to customise this research to fit the needs

of our pupils and school context.

*Tara Kubilay (School Business Manager)* will monitor the use of the Pupil Premium reporting to the Head Teacher and Governing Body (Finance & Personnel Committee) on a half termly basis to track the allocation and use of Pupil Premium funding . *She* will also check to see that it is providing value for money.

**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**

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

*Trevor Sturmy (Chair of Finance & Personnel Committee)* is responsible for ensuring the implementation of this policy.

Our governing body through the Standards & Achievement committee will monitor the impact of interventions. Through the Finance & Personnel Committee they will monitor the expenditure is inline with strategic planning. The Governing Body committees meet half termly. The two committees keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact. The committee will report half termly to the full Governing Body.

At the end of the academic year, our 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 our school and the impact this has had. They will ensure that this information is published on the school website.

## **MONITORING AND REVIEWING THE POLICY**

Our work in relation to the Pupil Premium will be formally reviewed on a termly basis through Pupil Progress Meetings 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.

Our 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 becomes available under the Pupil Premium Grant. The annual policy review will be carried out by the Finance & Personnel Committee of the Governing Body.

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, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.<sup>2</sup>

Our annual review will involve staff, pupils, governors and parents/carers.

## **DISSEMINATING THE POLICY**

- This Pupil Premium policy along with the details of actions will be published:
- On our website (with paper copies available on request in the school office)
- In the staff handbook and as part of induction for new staff
- Included at least annually in the termly newsletters for parents and carers
- As a summary in the school prospectus
- In Governor's annual report to parents

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

<sup>2</sup> [http://educationendowmentfoundation.org.uk/uploads/pdf/EEF\\_DIY\\_Evaluation\\_Guide\\_\(2013\).pdf](http://educationendowmentfoundation.org.uk/uploads/pdf/EEF_DIY_Evaluation_Guide_(2013).pdf)

## **APPEALS PROCEDURE**

Any appeals against this policy can be made through the governor's complaints procedure.

## Summary of Pupil Premium Grant Spending 2014/15 (Standard)

*(Pupils entitled to Free School Meals)*

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils	407
Number of pupils entitled to PPG (Standard FSM – ‘Ever 6’)	138
Amount of PPG received per pupil	£1,300
Total Pupil Premium Grant	£180,070

### Objectives for spending PPG:

#### Raising Attainment and achievement of pupils to at least expected progress through:

- i) Provision to raise literacy and numeracy levels
- ii) Providing social & emotional support / interventions to improve attendance and behaviour
- iii) Enhanced curricular opportunities – school visits; residential trips; extra curriculum activities and support with uniform, materials etc
- iv) Personalised learning - one to one tuition; additional small group interventions; before school / holiday booster groups;

Interventions	# Pupils	% Grant	% Cost	# FSM Pupils
Learning Mentor support (% salary)	30	2.8%	5,111	6
Play Therapist (90% costs)	10	7.7%	8,415	9
Interventions Teacher 0.6 (% salary)	30	14%	25,527	30
Higher Level T. A (% salary) – S&L	40	11%	20,371	18

Higher Level TA (% salary) – KS1	40	11%	20,371	12
EMA LSA (% salary) Y2,3,4	24	11%	20,371	20
EMA Teacher (% salary) Y5/6	24	19%	34,343	24
SENco Booster support (1 day per wk)	20	4%	7,800	15
Educational Visits – school journey	30	0.6%	1,250	5
Morning Boosters	24	5%	10,000	18
After school Boosters	24	N/A	0	22
Nurture Group	6	5%	9,600	4
Easter School	20	2%	3,200	16
Attendance initiatives (Reception)	22	0.5%	1,000	8
ESOL Classes for parents	30	2%	5,000	10
Lunchtime Boosters	12	N/A	0	6
Turkish support group	16	N/A	0	10
Somali support Group	8	N/A	0	8
Kori Boys Writing Group	5	1%	2,500	5
Chess Enrichment Year 3	60	0.5%	1,000	21
Breakfast Club subsidy	6	1%	3,000	6
Learning Resources (kindles, digital translators, interactive whiteboard)	60	5%	10,500	24
<b>TOTAL</b>		<b>100%+</b>	<b>180,309</b>	

<b>Item/Project</b>	<b>Cost</b>	<b>Objective</b>	<b>Impact (End of Summer 2014)</b>
Y5/Y6 focussed support for under-achieving children (Closing the gap)	£25,527	To achieve 100% pupils making expected (2 levels) progress from KS1 maths and English	<i>All children in the group made 2 levels of progress and four children made accelerated progress of 3 levels</i>
EBD support from LM 4 days per week	£12,778	Reduction in behaviour incidents impacting on learning	<i>Reduced incidents of poor behaviour on the playground – two children improved attendance at school.</i>
Attendance monitoring and support for parents		Improved attendance Pupils with emotional needs are able to participate fully in learning and achieve.	<i>Reduced to number of Persistent Absentee children (two children in Summer 2014). Summer attendance percentage 96.8% well above National Average</i>
ESOL classes for parents in partnership with Green Lanes Co-operative Trust	£5,000	Weekly ESOL classes and parent support classes – ‘Learn how to support your child at home’ aimed at increasing parental support at home for FSM children	<i>Thirty Chestnuts parents attending. All completed the course. Six parents moved onto collage or employment following the end of the summer term course. Twenty parents have re-enrolled for further lessons in Autumn term. All attending parents have learnt strategies to support their children at home.</i>
Fowler Newsom Therapist 1 day per week	£9,350	Early identification and support for pupils and families to support emotional wellbeing and enable pupils to engage fully in learning to make good progress	<i>All children referred to counsellor have received 10 weeks of support with emotional and social challenges.</i>
Nurture Group run by LSA 3 x weekly	£8,600	To support Key Stage One children lacking in confidence and self-esteem. Motivation and	<i>Improved attendance at school for three children. One child had 100% attendance in Summer from 87% in previous term. All children</i>

		task finishing skills	<i>made 2 sub levels of progress in 2013/14</i>
Writing and small group maths and writing support from Y4 to Y6 (HLTA)	£20,371	To enable pupils at risk of underachieving to reach ARE and make accelerated progress	<i>Key focus EAL pupils with limited language. All children made progress 75% 2Lop in a year. All made 2 levels of progress in Hilary Hester Stages.</i>
1-1 Speech & Language (Phonics) support group from Y1 (HLTA)	£20,371	To enable pupils at risk of underachieving to reach ARE and make accelerated progress	<i>86% pass rate in Year One Phonics Test. 90% of children in group passed phonics test in Summer 2014</i>
Kori (Black African Boys) Writing group	£2,500	Weekly mentoring and support sessions for a group of 5 boys currently in Year 5. Motivational and self-esteem building writing workshops	<i>Engagement levels in class writing sessions have improved fr the target boys. Teachers report boys are more motivated to write and risk take in their writing.</i>
1-1 writing and small group maths and writing support from Y1 to Y3 (EMA LSA)	£20,371	To enable pupils at risk of underachieving to reach ARE and make accelerated progress	<i>80% of children attending made 2 sub levels of progress in 2013/14</i>
Small group maths and writing support from Y5 to Y6 (EMA TEACHER)	£34,343	To enable pupils at risk of underachieving to reach ARE and make accelerated progress	<i>Focus EAL pupils – 70% of pupils made 2 sub levels of progress in 2013/14. Four children made a whole level of progress.</i>
Breakfast club subsidy for FSM children	£3,000	To enable pupils at risk of poor attendance or punctuality to access a full school day.	<i>Six children attended breakfast club regularly – no incidents of lateness and an average attendance of 98.4% for all target children</i>
Easter Booster classes Y6 literacy and numeracy	£3,200	To achieve combined L4 English and maths	<i>90% of children made a level 4+ in combined maths and English</i>
Additional learning resources focussed at under achieving and vulnerable groups	£5,500	To enable pupils at risk of underachieving to fully access the curriculum	<i>Purchased ipads, kindles, cameras and digital translators for EAL pupils. Resources used to support children in class.</i>