# Morgans Primary School

# and

# Nursery

# Pupil Premium Policy

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| Adopted by governing body: | March 2017 |
| Review date: | |

## Aims

At Morgans, we have high **expectations** of all our pupils and believe no child should be left behind. We strongly believe in building learning power, through explicit teaching of our 7 learning powers, to drive passion and a thirst for knowledge to **empower** pupils and instil lifelong learning habits. We value a broad and balanced curriculum to **enable** each child to make as much progress as possible in their learning. We seek to **engage** pupils and their families in education and to have the highest possible aspirations both at home and in school.

## Background

The Pupil Premium is a current government initiative which targets extra money at pupils from disadvantaged backgrounds. Statistical evidence shows that pupils from disadvantaged backgrounds are more likely to underachieve compared to non-disadvantaged peers. Pupil Premium funding is provided to enable these pupils to receive support to achieve as much as they can. The Government identifies disadvantaged pupils as those who are entitled to receive free school meals (FSM), looked after children and service children, and have provided a fixed amount of funding for schools per disadvantaged pupil. At Morgans we identify the children for whom we receive pupil premium funding as PPF pupils.

## Context

When making decisions about using the pupil premium funding, it is important to consider the context of the school and challenges faced in our setting. Although visitors to the school arrive via a leafy, suburban idyll, our intake is wide and varied and 14% come from disadvantaged backgrounds. Common barriers for PPF pupils can be low pupil and parental expectation and engagement, weak language and communication skills, more frequent issues with behaviour and/or social interaction, increased incidence of special educational needs (25% versus 6% in the non-PPF group), and attendance and punctuality concerns (25% of PPF group had lower than 90% attendance versus 5% in the non-PPF group in 2016-17). There may also be some complex family situations that are barriers to children flourishing. The challenges are varied and require a personalised response.

## Key Principles

Our key principles guiding the spending of our pupil premium funding to maximise impact are:

### *Building Learning Power*

Our school values and ethos provide a culture where:

- pupils and staff show 'growth mindset' attitudes
- we have the highest possible **expectations** for all pupils
- staff support children to develop their use and understanding of the 7 learning powers to develop self-efficacy and self-regulation

### *Engaging Pupils and Families*

We will ensure that:

- all pupils and families feel supported and valued by the school
- pupils feel happy and safe at school and articulate positive attitudes to learning
- the school provides **engaging** and enriching, child-oriented activities

- pupils and families recognise that learning begins at home and is a lifelong pursuit

### *Nurture and Social Support*

We recognise emotional wellbeing of pupils as key, and provide opportunities for them to develop as individuals and seek to nurture the whole child. We provide this support through:

- morning Nurture Group providing holistic support
- utilising dedicated workspaces for therapeutic play, meditation and mindfulness
- employing specialist support staff for delivery of protective behaviours and emotional support mentoring

### *Data Analysis*

We use pupil assessment data and pupil voice feedback to:

- engage all staff and governors in analysis of whole school data so they are aware of the strengths and areas for development across the school
- use proven research (such as the Education Endowment Foundation Toolkit) to inform how we plan strategies to spend funding effectively
- review effectiveness of strategies regularly and respond to findings

### *Improving the Quality of Teaching*

We recognise that classroom teaching is of paramount importance in ensuring **all** pupils make good or better progress and develop as effective learners. We therefore strive to increase the percentage of outstanding teaching by:

- embedding the school's core values and ethos
- addressing any within-school variance
- ensuring teachers adapt learning and the learning environment to promote inclusion
- ensuring consistent implementation of teaching and learning policies
- sharing good practice within the school and drawing on external expertise
- providing high quality CPD and effective mentoring and support
- conducting action research to develop and review effective strategies for learning
- secure assessment judgements through joint levelling and moderation (in-school and with external partners)

### *Improving Attendance*

We will maximise the time children have to make progress by:

- liaising with Local Authority partners to monitor and improve attendance
- engaging in dialogue with parents as an early response to low attendance
- surveying pupils attitudes to school and providing support to develop positive attitudes to learning
- offering extended learning out of school hours

***Personalising Learning***

We ensure additional support provided is effective by:

- Identifying the needs of individual children and any barriers to learning
- Regularly reviewing progress with 'Assess, Plan, Do, Review' intervention monitoring
- Phase Leaders and teachers reviewing individual progress half termly
- Matching the skills of support staff to the interventions they deliver
- Working with external agencies to extend support opportunities
    - Sure Start for home school support
    - Local Children's Centres to support families
    - Family Support Worker
- Working with parents to develop home school links

## Monitoring, Evaluation and Reporting

We analyse a wide range of data each half term (pupils' work, observation of teaching and learning, teacher assessment, case studies, intervention feedback and pupil, staff and parent voice) to review the impact of teaching and intervention on learning. We use this data to inform pupil progress meetings, where teachers and senior leaders discuss and plan how to meet the emerging needs of individual pupils and cohorts. Practice will be adapted where interventions and teaching strategies do not deliver expected progress. Case studies are developed to evaluate the impact of pastoral interventions. A designated member of the SLT maintains an overview of pupil premium spending and its impact and prepares reports to governors. A governor is responsible for evaluating the effectiveness of pupil premium spending.

Reports on the spending of pupil premium funding include:

1. Summary of the current context of the school
2. An overview of recent initiatives and developments
3. A statement on the objectives of pupil premium spending
4. Details of pupils on roll, PPF pupils and an overview of areas of support (including reference to current School Improvement Plan objectives)
5. School attainment and progress summary for end of EYFS, KS1 and KS2
6. Record of pupil premium funding spending by item/project
7. Overview of total spending
8. Statement on the impact of pupil premium funding