



**Iver Village Junior School**  
**Pupil Premium Policy**

Pupil Premium Lead: Sarah Chapman-Allen

Pupil premium Governor: John Barrett

Sept 2016 to 2017

### **Philosophy:**

At Iver Village Junior School the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

### **The Pupil Premium Definition:**

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. In 2016 to 2017 the proposed funding is £1320 per pupil.

The DfE has given us the freedom to use the Pupil Premium as we 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. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils.

### **IVJS Pupil Premium Ethos and Aims:**

Promoting and ensuring that every child reaches their full potential is paramount at Iver Village Junior School. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect.

No one child is the same and thus this is reflected in the wide variety of ways PP is utilised. The provision provided encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that PP should be used to impact the wider school but it is also pertinent that the PP is specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from our other intervention programmes.

- Iver Village Junior School adopts a whole school approach with all being empowered and accountable for their pupil premium pupils. It is also a key focus for SLT with a shared purpose but has one strategic lead who is on the Senior Leadership Team.
- There should be no gap in progress or attainment between pupil premium pupils and their cohort.
- Pupil premium funds will be ring fenced to directly benefit and target pupils from the wider school but also specifically tailored to meet the needs of individual PP pupils in addition to and in different ways from other intervention programmes as required.
- All expenditure to be evaluated using key performance indicators including attendance, attainment, progress and punctuality.
- PP is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our PP governor.
- Governors, especially our PP governor, to be fully involved in the monitoring and evaluation of the PP interventions, analysis and costings.

### IVJS Contextual Information:

#### July 2016:

	Year 3	Year 4	Year 5	Year 6	Total and Percentage compared to Whole School Roll
<b>Total</b>	5	6	14	9	34 (19%)
<b>Girls</b>	3	3	8	6	20 (11%)
<b>Boys</b>	2	3	6	3	14 (8%)
<b>FSM</b>	5	2	6	5	18 (10%)
<b>Ever Six</b>	0	4	8	4	16 (9%)
<b>Traveller Background</b>	0	1	3	4	8 (5%)
<b>White British</b>	4	2	11	3	20 (11%)
<b>White and Black Caribbean</b>	0	1	0	2	3 (2%)
<b>SEN</b>	1	1	3	2	7 (4%)

Total students in school, PP and Non PP: 177

#### 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 as 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' (Appendix A).

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 Direct 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 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. 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 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.

### **Development of the Policy:**

This policy has been developed in consultation with our pupils, staff, governors and parents and 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.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, 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.

### **Roles and Responsibilities:**

We believe 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 and Senior Leadership Team.**

The Head and Senior Leadership Team are 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 the staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through teacher 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 Pupil Premium Lead 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.

Our Inclusion Manager 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. We know how to customise this research to fit the needs of our pupils and school context.

Our Head Teacher and Inclusion Manager in conjunction with the finance committee will monitor the use of the Pupil Premium to track the allocation and use of Pupil Premium funding. They, alongside the Governing Body, 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.

Our Pupil Premium Governor, John Barrett is responsible for ensuring the implementation of this policy.

Our governing body will, at least termly, 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.

### **Pupil Premium Provision and practices;**

We have a PP governor to provide challenge and question effectiveness.

Iver Village Junior School have a Pupil Premium Register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data. This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are. PP is an agenda item at every weekly meeting, Governor meetings and finance meetings to ensure it remains a high profile at all times. During these times, interventions and provisions are discussed, renewed and analysed for impact. SLT team also evaluate value for money through the scrutiny of analysed data, as well as additional evidence, which demonstrates the positive impact of our interventions. In addition to this, teachers are presented with context sheets on a half termly basis whereby all vulnerable group children are clearly shown and these include all areas of PP.

Provision for 2016 - 2017:

Number of pupils and Pupil Premium Grant (PPG) received 2016 - 2017	
Total Number of pupils eligible for PPG	34
Amount of PPG received per pupil	£1320
Total amount of PPG received	£44880

Record of Pupil Premium Spending and Outcomes				
Year Group	Interventions	Investment	Intended Outcome	How it will be measured
<b>Autumn Term (14 weeks) = £21252.00</b>				
Year 3	<ul style="list-style-type: none"> <li>• Reading Support</li> <li>• Maths Booster</li> <li>• Literacy Booster</li> <li>• Phonics Support</li> <li>• 1:1 Support</li> <li>• Listening and Thinking skills</li> <li>• SALT input</li> <li>• Percentage of Early Birds and Bluebells</li> </ul>	£1624	<ul style="list-style-type: none"> <li>• <i>Children will make at least good progress</i></li> <li>• <i>Children will feel more confident about themselves</i></li> <li>• <i>The gap between themselves and others will be narrowed</i></li> <li>• Attendance will be above 95% for PP children</li> <li>• Children will be at school</li> <li>• <i>Reduce the amount of behaviour issues</i></li> <li>• <i>PP children will be able to participate in extra-curricular activities</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Pupil voice</i></li> <li>• <i>Questionnaires</i></li> <li>• <i>Assessment data</i></li> <li>• <i>Monitor sheets for the focus/booster groups</i></li> <li>• <i>Learning walks</i></li> <li>• <i>Discussions with staff</i></li> <li>• <i>Monitoring attendance of PP children – track them</i></li> <li>• <i>Monitoring of behaviour cards</i></li> <li>• <i>Monitoring of attendance of PP children during trips and clubs</i></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Writing Booster</li> <li>• Maths Booster</li> <li>• Reading Support</li> <li>• Spelling Support</li> <li>• 1:1 Support</li> <li>• Learning Mentor</li> <li>• Attendance</li> </ul>	£8050		
Year 5	<ul style="list-style-type: none"> <li>• Writing Booster</li> <li>• Maths Booster</li> <li>• Reading Support</li> <li>• Spelling Support</li> <li>• 1:1 Support</li> <li>• Learning Mentor</li> <li>• Attendance</li> <li>• SALT input</li> </ul>	£3682		
Year 6	<ul style="list-style-type: none"> <li>• Writing Booster</li> <li>• Maths Booster</li> <li>• Reading Support</li> <li>• Spelling Support</li> <li>• 1:1 Support</li> <li>• Learning Mentor</li> <li>• Attendance</li> <li>• Pupil Coaching</li> </ul>	£7896		

The calculated figures show the intended spending in these areas for the autumn term. Our plans are adapted throughout the year according to pupil need and so our final spend is expected to slightly vary according to the needs in the spring and summer term. The money stated above is the proportion of expenditure to be directly spent on pupil premium for the Autumn Term; additional funding is used from the school budget to support many of these interventions for ALL our pupils.

The total pupil premium fund allocated for 2016 to 2017 is £44880 (including adopted children). The school ethos is to supplement and enhance the provision to provide the best outcomes for ALL our children, pupil premium and non-pupil premium. The calculated figures show the money directly spent on pupil premium; additional funding is used from the school budget to support many of these interventions for ALL our pupils.

We constantly review and update our interventions throughout the academic year in accordance with our evaluations of impact and value for money.

### **Iver Village Junior School Key Priorities 2016-2017:**

Involving parents and carers and making the family unit central to Pupil Premium is a continued key priority for us this year and working with our transition schools. Furthermore, a rigorous and thorough assessment process for all our pupil premium pupils and the groups within Pupil Premium (including boys, girls, and SEN pupils) and provision management, evaluating each of the interventions directly compared to the allocation of funds, will continue to be used throughout the year to ensure maximum value for money and impact. This analysis will subsequently inform future provision, policy, actions and practice. We will continue to investigate and explore innovative and creative new interventions to ensure we utilise our pupil premium resources to the utmost effect. Our Senior Leadership Team and Pupil Premium Governor, alongside the whole Governing Body, will ensure a whole school vision continues to be shared with all stakeholders in their drive to ensure excellence of standards and provision for our Pupil Premium pupils.

### **Monitoring and Reviewing the Policy:**

Our work in relation to the Pupil Premium will be reviewed on a ½ 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.

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.

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 ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

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

**Reviewed July 2016**

**Next Review July 2017**

## Appendix A

### Iver Village Junior School

#### Use of Pupil Premium 2015 - 2016 evaluation

Last academic year we have received £48,840 for our 37 children eligible for the Pupil Premium grant. The funding has been used for:

- Writing/maths/reading and spelling booster groups
- 1:1 and small group teaching as needed for individuals
- Attendance
- Money towards trips
- Learning Mentor
- After School Booster groups

#### Progress across the school for Pupil Premium children

	<b>Below average progress</b>	<b>Expected progress</b>	<b>Above average progress</b>
<b>Reading</b>	30%	16%	54%
<b>Writing</b>	3%	16%	81%
<b>Maths</b>	35%	19%	46%

The gap is successfully narrowing between PP children and their peers across all 3 subjects. PP children are making broadly speaking +2.1 points more progress than their peers.

	<b>PP children</b>	<b>Non PP children</b>	<b>Difference</b>
<b>Reading</b>	6.2	5.9	+0.3
<b>Writing</b>	9.0	8.0	+1.0
<b>Maths</b>	6.7	5.9	+0.8

This is further broken down into year groups

### Year 3

5 children are entitled to access Pupil Premium.

	PP children	Non PP children	Difference
<b>Reading</b>	6.6	5.7	+0.9
<b>Writing</b>	6.8	6.1	+0.7
<b>Maths</b>	6.2	6.3	-0.1

#### Year 4

15 children are entitled to Pupil Premium.

	PP children	Non PP children	Difference
<b>Reading</b>	6.9	6.0	+0.9
<b>Writing</b>	7.6	7.2	+0.4
<b>Maths</b>	5.9	5.8	+0.1

#### Year 5

9 children are entitled to Pupil Premium.

	PP children	Non PP children	Difference
<b>Reading</b>	8.1	6.8	+1.3
<b>Writing</b>	10.4	9.2	+1.2
<b>Maths</b>	6.9	6.2	+0.7

#### Year 6

8 children are entitled to Pupil Premium.

	PP children	Non PP children	Difference
<b>Reading</b>	5.8	5.1	+0.7
<b>Writing</b>	11.1	9.6	+1.5
<b>Maths</b>	7.6	5.3	+2.3