

Pupil Premium – Policy and Practice at Hartsfield School

Context

All schools, including Hartsfield, receive a grant payment (Pupil Premium Grant or PPG) from the Government for all children who are registered for free school meals or have been registered for free school meals during the last 6 years. Pupils who have been in continuous care for six months or more at any time in their lives and those whose parent(s) are in the Armed Forces are also eligible. Schools decide how best to use this money for the benefit of these children.

Principles

Our aim is that all pupils who receive PPG will make at least as good progress as those who do not. When there are social disadvantages for these pupils, we aim to re-dress these. At Hartsfield we:

- Ensure that teaching and learning opportunities meet the needs of all pupils.
- Ensure appropriate provision is made for pupils from vulnerable groups, including support for their social and emotional well-being. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals are socially disadvantaged.
- Allocate PPG funding to enable these children to make learning progress.
- The headteacher, under the over-view of the Governing Body, decides how this funding is spent each year. The headteacher, Inclusion Co-ordinator (INCo,) Senior Leadership Team (SLT,) subject leaders and parents all have a role and a say in deciding what provision should be made. From this, the head teacher decides how the funds are to be allocated. The school Finance Manager has a day-to-day overview of spending and reports on this to the headteacher. Regular updates of progress are shared with Governors.
- We listen to parent about their children’s needs and encourage parents to co-work with us for the best outcomes.

Who is accountable?

While the Headteacher is ultimately responsible provision linked to PPG, day-to-day management is over-seen by the INCo. Class teachers have responsibility for day-to-day planning and delivery of provision for PPG pupils. Together they make strategic plans for improved outcomes and evaluate progress, using research evidence to inform decisions. Subject leaders monitor progress for pupils in their subject areas. The INCo, along with the senior leaders, draws up a PPG strategy which is an action plan for the following year.

How is progress achieved?

We have a bespoke approach to the provision for each child but any or all of the strategies noted below may be used:

- Strategic planning based on research evidence of best practice
- Allocation of resources to facilitate progress for each child.
- Strong subject leadership, where leaders are aware of the needs of PPG children and ensure delivery in their subject

- Promoting good attendance for PPG children so they are available for learning
- Work with families to promote learning progress and offer social and emotional support as needed.
- Listening to parents views about provision and need
- Ensure our teachers and teaching assistants receive continued professional development and evaluate its impact and challenge staff through the performance management process.
- Provide training for governors and regularly inform them of progress
- Analysing where the pupil is in terms of progress and need and regularly reviewing provision
- Seeking advice from outside agencies or counselling services who we think can help

Monitoring

On a daily basis the class teachers assess learning and monitor progress made by PPG pupils, providing support for any social development. They promote progress for all pupils but are aware that research shows that more able PPG children can under achieve, and therefore review and tailor-make provision to prevent this. Class teachers deploy their Teaching Assistants to provide effective support for maximum progress day-to-day. Class teachers and the Inclusion manager consider pupils for example by looking at case studies of children to evaluate progress. The Inclusion Manager keeps updated on Local Authority training and national research to enable best practice and ensure positive impact from the provision made. Through regular pupil progress meetings, the headteacher and senior leadership team hold class teachers to account for the impact of their interventions and the headteacher reports on this to the governing body who act as critical friends.

Moderation and evaluation

Each term data for PPG pupils across the school is compared with data for the non-PPG pupils. The core subject leaders also do this for their own subjects. This informs us of the impact and value of provision and informs future practice. Evaluation of progress to the targets on the action plan is considered and reported to governors and on the website annually.

Parental Engagement

Parental engagement is encouraged. Parents are asked individually about children's strengths and weaknesses and on what they would like the grant to be spent. The Inco is available for discussion with parents at parent consultation evenings and responds to inquiries from parents within 24hours.

Pupil Premium Strategy

Each year we make an action plan for how we will spend our PPG. This has a number of targets that we work on as a school to improve outcomes for PPG children (see plan on website).

Statutory information

We publish information on how we spent the grant in the previous financial year and our plans for the coming year on our website.