



“The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.”

Pupil Premium: Funding & Accountability for Schools Updated March 2015

AIMS:

Every child at Hadrian School is important.

We believe that, irrespective of disability, ethnicity, gender or household income, most of our children are able to make good and often outstanding progress. We want our children to have skills for life, to learn how to learn, and to have a voice. We want them to become confident contributors to society, to be valued, respected and accepted, to be listened to and understood.

We want to take advantage of every opportunity to broaden our curriculum, to enrich and embed our therapy, to celebrate our talents, to nurture and set our children on the right pathways for future learning and leisure opportunities. We want to work in partnership with our colleagues in Health and Social Care so that our families in need receive the right support, the right services, the right entitlement, the right challenge in order to realise potential.

Pupil Premium Funding (PPF) represents a significant proportion of our school budget, and this policy outlines how we will spend it 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 criteria for eligibility for PPF are as follows:

- A child has been in receipt of Free School Meals (FSM) at any point in the previous six years
- A child has been in care, or adopted from care
- A child has parents who have served in the Armed Forces in the past five years



CONTEXT:

When making decisions about using PPF it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, problems with language and communication skills, lack of confidence, and issues around attendance and punctuality. There may also be complex family situations that prevent children from flourishing. Children at Hadrian School also face barriers to learning because of their particular disabilities and medical needs. The challenges are varied and there is no "one size fits all". To this end, we will strive to ensure that each child's needs are met, and that regardless of the perceived 'disadvantage' we are uncompromising in our drive for excellence for **all** children.

KEY PRINCIPLES:***Building Belief***

We will continue to promote a culture where:

- There is an expectation that most children can achieve
- We look for solutions to overcome barriers
- We promote aspirations among children, staff and the wider community

Analysing Data

We will ensure that:

- Staff are involved in analysing data and understand the implications of such data for supporting children in receipt of PPF
- We use research to support our decisions about spending PPF in the most effective manner

Identification of Pupils

We will ensure that:

- The PPF Coordinator, SLT and admin regularly check the eligibility of children, through tracking systems
- ALL staff are aware of who PPF 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 and Learning

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

- Setting high expectations
- Carrying out supportive peer observations across year groups, over subjects and vertically through key stages.
- Ensuring consistent implementation of high quality marking and feedback
- Sharing good practice within the school and drawing on external expertise
- Providing high quality CPD
- Improving assessment through joint levelling and moderation

Increasing learning time

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

- Improving attendance and punctuality
- Extending learning out of school hours through:
 - Breakfast and after-school clubs
 - Saturday clubs
 - Summer holiday clubs
- Ensuring that interventions are timetabled in an appropriate and efficient manner
- Evaluating outcomes and acting on interventions

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, using PLPs to highlight areas where most support is required
- Ensuring additional support staff and class teachers communicate regularly
- Using the therapeutic team to plan and support in the delivery of Hydrotherapy, Rebound, Music Therapy and Story Massage
- Matching the skills of the support staff to the interventions they provide



- Working with other agencies to bring in additional expertise, such as SALT, OT, Physios and the Nursing Teams
- Providing extensive support for parents through:
 - Pass It On Parents
 - Confident Parenting
 - Parent School – to support parents in developing their own skills
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence
- Exploring and encouraging peer tutoring

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 and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Interventions are adapted or changed if they are not working
- Case Studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The PPF Coordinator, with the support of SLT, maintains an overview of pupil premium spending
- A Governor with responsibility for PPF monitors the impact of PP provision



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
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- An overview of spending
 - Total PPG received
 - Total PPG spent
 - Total PPG remaining
- A summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact eg Ofsted, Accreditations
 - Case studies (therapeutic curriculum, Thrive, clubs)
 - Implications for PPG spending in the following year

The Governing Body will consider the information provided to ensure that PPF is used to achieve maximum impact for our children.

Confirmation that the Pupil Premium Policy in respect of Hadrian School has been discussed by the Governing Body.

Signed by:

Chair of Governors: _____ Date: _____

Head Teacher: _____ Date: _____

Agreed at the Governing Body Meeting on: _____ Minute _____ Reference: _____

Policy: Pupil Premium Policy

Date: September 2017



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