

1/1/2021

MILTON  
ABBOT  
SCHOOL

## PUPIL PREMIUM POLICY: MAKING A DIFFERENCE

Every Child Achieving: inspire, believe, succeed

## Milton Abbot School Policy for Pupil Premium January 2021 - reviewed

*'Schools should be engines of social mobility. They should provide the knowledge, and the tools, to enable talented young people to overcome accidents of birth and an inheritance of disadvantage in order to enjoy greater opportunities' (Michael Gove)*

Milton Abbot School is committed to delivering provision that drives change and breaks cycles of poverty – we want to see every child achieving, whether learning from home or school.

### Introduction

All schools receive a Pupil Premium Grant (PPG) based on the number of pupils in receipt of free school meals (FSM), children in care and children whose parents are in the services. This pupil premium (PP) funding is designed to narrow the gap between the attainment of pupils in receipt of pupil premium funding and other pupils in the school. Schools are free to use this money in any way they wish, but the aims must be clear - to raise standards for more disadvantaged children. We have based our spending on strategies that will benefit the individual children. Information on how Milton Abbot School intends to do this is contained in the documents below.

The purpose of this policy is to provide information for the spending of our pupil premium allocation. We aim to ensure that every child leaves Milton Abbot School excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils, responding rapidly with teacher training where the need is identified.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one given moment in time.



## Disadvantaged Pupils: Our vision for making a difference, our determination to see every child achieving

There are a number of key terms used by the Government and are discussed in the media when talking about the Pupil Premium grant. Disadvantaged pupils are those children in receipt of free school meals (FSM) or have been in receipt of this in the past 6 years (referred to as 'Ever 6'). There are long-standing patterns in our society that recognises that generally, pupils from poorer families are most vulnerable to developing gaps in their learning which can persist and grow, hampering their future life chances and so a cycle of poverty continues. Our aim is to break this cycle by identifying any gaps and filling them rapidly. **We work hard to help every child achieve their potential and beyond, regardless of background or starting points.**

- We are deeply committed to ensuring our teaching is the best it can be, with a relentless focus on providing strong access to learning, rapidly investing in teacher development where a need is identified.
- We design learning that engages all, including any hard to reach boys, tailoring our teaching to focus on individual gaps to accelerate understanding.
- We believe in forging a strong alliance between home and school, opening our doors and minds to consider how we can make a difference together; involving the pupil in their learning is a key part of this, highlighted by our Pupil Mentor scheme and after-school booster classes.
- We want to develop the whole child, seeking to build emotional resilience in every child and raising levels of self-esteem through participation and achievement in a wide range of activities.
- We state clearly that we believe in every child, illustrated through our slogan: Inspire, believe, succeed.

### Provision

We used a three-tiered planning approach to ensure we leave nothing to chance for our Pupil Premium children:

- **Universal provision** (Quality First Teaching) – teachers know to use explicit instructions, scaffolding, flexible grouping, and cognitive and metacognitive strategies as key components of high quality teaching and learning for pupils. Milton Abbot School has always been recognised for how well the teaching team know their pupils and this is combined with consistently high levels of commitment and expectation.
- **Targeted academic support** – considering how classroom teachers, learning support assistants and external partners can provide targeted academic support, including how to link structured one to one or small group intervention to classroom teaching, is likely to be a key component of effective planning for building the skills and knowledge of our most vulnerable pupils. Wherever possible, we will aim for teachers who know the children best to apply their skills and knowledge to the intervention groups. This has numerous benefits, not least in avoiding a loss of time in hand overs to a tutor for example but also in structuring sequences, feedback and assessment that tailors with classroom plans.
- **Wider strategies** – supporting pupils' social, emotional and behavioural needs, primarily as part of good teaching, is likely to prove an effective strategy to support learning. Ensuring good attendance will be key to a child's success. We seek to ensure effective and supportive



communication between school and all our families, with a clear focus on the families that need us the most. We also plan to use the Pupil Premium Grant to support families with the cost of additional enrichment experiences.

### Targeted academic provision:

We have a range of provision in place to support children, which begins with early identification of any specific needs or barriers; continual diagnostic analysis of barriers and progress leading to adaptations to teaching and additional work with family and tailored support, targets and resources in school. A key aspect is to ensure our Pupil Premium children have a mentor in school who can support them and challenge them to keep meeting targets and recognising work well done. Our children report that this has a very positive impact on their confidence and therefore their learning. Our provision map is included below, but we always take an individualised approach, hence, this map is not an exhaustive list:

**Pupil Premium Progress Provision 2020-21 – 'Making that difference'**

Child's name:

Universal provision	Targeted intervention	Wider support and strategies
Quality first teaching that includes a focus on speaking/communication skills	Individual Progress Plan complete (SEN) Gaps identified from previous year groups and can be tracked to show progress	Hierarchy of needs being met: hungry? tired? Home life?
Positive affirmation and 'mistake friendly' environment	Pupil Premium Champion mentor	Thrive weekly support
Regular focus group time with an adult	Daily focus group time	Good collaboration with home—targets set/reviewed
Small steps planned appropriately	Personal reading/phonics tutor	Thrive assessment completed
Verbal feedback regularly given in lesson	Planned conferencing to reflect learning and progress	Reading at home daily/regularly
Individual targets shared and checked	Power of 2 <u>maths</u> intervention (weekly)	SEMH advisory team involved
Progress systematically tracked and shared with pupil	Teacher led booster group weekly (pm)	Educational Psychologist visit completed
Pre-teaching routine established	Daily reading	Dyslexia friendly exercise books
Resources to support spellings	Specific resources to support working memory and SpEd	Reading ruler – <u>coloured</u>
Resources to support <u>maths</u>	Precision teaching – small steps repeated daily/regularly	Health check completed for: eyes, ears, mobility
SEN friendly environment	RWI reading group that fits stage	SEN assessments and referrals considered
Participating well in regular exercise as part of class routines	Additional intervention for healthy lifestyle or for fine/gross motor skills	Relationship Education additional support, such as NSPCC scheme or Brook's traffic lights
Notes/observations of child as a learner:		

This Pupil Progress Provision map is completed by all class teachers. The effectiveness of actions taken are monitored and challenged by our Pupil Premium Champion, through discussion with pupils and staff; studying progress in books and observing learning in action (in class or intervention groups). The Pupil Premium Champion meets with the Headteacher and the Child Protection and Safeguarding Lead Governor to review impact and ensure strategies are in place to keep the learning moving forward for each child.

The provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- additional teaching and learning opportunities provided by teachers, TAs or external agencies
- additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists, sports coaches etc.
- additional resources made available for the use of children at home or in school
- Access to therapeutic interventions and advice – e.g. Thrive
- All our work through the pupil premium is aimed at accelerating progress



- Pupil premium resources may also be used to target children on FSM to develop the social aspects of learning, including confidence building, friendship issues, etc.

### Reporting

It will be the responsibility of the Headteacher with support and input from the Pupil Premium Champion, to produce regular reports for the Quality of Learning Committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting
- 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
- It will be the responsibility of the Chair of the Quality of Learning Committee and Headteacher to ensure that this information is made known to the full governing body.
- The Governors of the school 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 gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and be published via the school website.

### Finance Committee

The Governors will formally challenge the impact of pupil premium expenditure at termly finance committee meetings, and should expect updates from the Headteacher at every Full; Governing Body meeting, as a standing item on the agenda.

### Meet the team:

Pupil Premium Champions: Mr. Greg Walkerdine

Pupil Premium Governor: Mrs Jane Byrne, as part of the Safeguarding and Inclusion team

Inclusion Lead (SEND/CO): Christopher Luxford, Headteacher

### Policy cycle:

This policy is reviewed annually by the teaching and learning committee and amended accordingly.

