

Ambler
Primary School and Children's Centre

Policy
Pupil Premium

December 2014



Date of next review with Development and Learning Committee: December 2015

This plan is subject to on-going change and will be updated as and when required.

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Introduction

At Ambler Primary School we promote a culture that supports and challenges children to achieve more. We promote this through our ethos DREAMS. At Ambler we worked with all stakeholders' parents, governors, children and staff to identify 6 core values that improve achievement. The values that Ambler School believes are core to success in life are: Determination, Resilience, Enthusiasm, Ambition, Motivation and Self-belief. Our DREAMS ethos threads through every aspect of school life, curriculum, behaviours, having high aspirations and is central to our belief that whatever your circumstances you can achieve more.

We support children and their families offering a challenging, high quality and creative approach to learning and achievement.

What is the Pupil Premium?

Pupil Premium is additional funding from the government to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. It is primarily aimed at pupils who are from low income families and are eligible for free school meals (FSM). This category now includes any child that has been registered for FSM in the past 6 years even if they are no longer entitled to FSM (known as Ever 6 FSM). For the financial year 2013-14 Ambler received £995 per pupil and For the financial year 2014-2015 Ambler has received £1,300 per FSM pupil and £1,900 for each eligible 'looked after' pupil (this is an additional payment from 2014). 117 (40%) of pupils are eligible for FSM at Ambler Primary School (measured in the school census 2014. Please see our website for a breakdown of spend 2013-14 and projected spend for 2014-15.

At Ambler we know that there are often complex reasons why children do not succeed. There may be less support at home, language and communication difficulties, lack of confidence and self-esteem, lack of aspiration, more frequent behaviour issues and attendance and punctuality issues. We identify these as 'barriers to success' and therefore contextualise the decisions that we make about spending our Pupil Premium funding according to the specific needs of the individual pupil. This ensures that all children can succeed whatever their circumstances.

How does Ambler Primary ensure it receives the Pupil Premium to which it is entitled?

To ensure that Ambler receives the Pupil Premium funding to which it is entitled, it follows a rigorous process to help identify all children who would be eligible for FSM, looked-after children and children who have been adopted. This is as follows:

- Parents of all new children are required to fill out a set of forms. One of these asks for basic information about the parents that enables us to gauge their eligibility for FSM (National Insurance number). The school administration officer co-ordinates the distribution and return of all these forms.
- The administration officer identifies parents who have not yet returned their forms, or those who have not provided the details required and contacts them directly to encourage them to submit the information we need.

- The school also encourages parents to return their forms by other methods, including a raffle, based on the forms, with a prize chosen at random by the headteacher.
- The school administration officer receives information from the Borough as to who is entitled and enters the information onto the database. FSM data is updated regularly to include any new arrivals.
- The school is part of a new initiative which trials programmes related to the Pupil Premium. A new scheme is being proposed which will require all parents to enter their address, date of birth and National Insurance number onto a national database. This information would be transferred to the school's database.
- For the academic year 2014 to 2015, the government also provides the school with a list of pupils who have been eligible for free school meals at any point in the last 6 years. This list is available through a pupil premium download from the [Key to Success website](#). This data enables us to identify the pupils who have previously attracted pupil premium funding. It also helps us to estimate how much pupil premium funding the school should be allocated for budget planning purposes.
- We work with Islington's virtual school head (VSH) to identify all looked-after pupils.
- We identify all pupils who are adopted, where necessary asking parents. We mark these children on the [school census](#).

How does Ambler Primary use the Pupil Premium?

Intervention and planned cover teacher:

Pupil Premium has ensured that as a school we focus on closing the gap between disadvantaged pupils and their peers. Rigorous focus on aspects of our provision including teaching and learning, intervention plans and pastoral support has the added effect of improving outcomes for all pupils. The improvement of the year 6 SATS Reading results in May 2014 is a good example of this.

At Ambler we ensure that all teachers lessons are consistently a minimum of good with the aim that 60% is consistently 'outstanding'. We believe that high quality first teaching is the biggest factor in ensuring that attainment and progress is rapid and sustained for all pupils.

To compliment 'high quality first teaching' we employ a specialist intervention teacher who runs targeted programmes that focus on improving literacy and numeracy skills for pupils not making rapid and sustained progress. The intervention teacher is also employed to do planned cover for teachers who are undertaking professional development. We believe that developing and supporting teachers is the key to driving school improvement, our intervention teacher supports managers of key curriculum areas by providing planned cover so that they can ensure our curriculum is cutting edge and responsive to data fluctuations.

Strands of the Pupil Premium Support at Ambler:

As well as ensuring quality first teaching in every class, we implement a number of other strands to our Pupil Premium provision. These have been identified through approved educational research bodies such as The Sutton Trust Toolkit. research by John Hattie and Michael Walsh at Kings College, London who is leading our professional development on

cognitive acceleration and thinking skills. At Senior Leadership meetings we regularly evaluate the latest educational research to ensure that our thinking is up to date.

- Support and counselling work from an integrative child psychotherapist for those pupils who have an emotional barrier to learning
- Breakfast club and breakfast booster classes for identified KS2 pupils
- Easter booster classes
- Shine Saturday school
- Subsidised extracurricular sport
- Staffing for a level 6 maths programme
- Learning mentor to support our behaviour for learning policy and drive attendance
- Bilingual support workers (Somali and Bangladeshi) to improve home school relations
- Lunchtime activities to extend extracurricular provision such as Spanish for KS1 and choir
- Increased learning time by extending the school day
- Relentless drive on improving attendance and setting annual improvement targets that exceed borough requirements
- Subsidised breakfast club places and after school places to improve the attendance (and thus attainment) of targeted families
- Purchasing of motivational prizes to drive attendance
- School journey subsidy
 - Soft start breakfast club – to drive attendance and punctuality and to ensure a healthy start

How do we evaluate impact?

- Every teacher is trained to analyse the performance of pupils on FSM (Pupil Premium) (see Appendix 1) in termly Pupil Progress Meetings and. FSM attainment and progress is compared to non-FSM attainment and progress by looking at school and national data (see Appendix 2) .
- Every six weeks (half termly) the data is scrutinised again to assess the impact of each intervention on individuals. Proving what works is at the heart of everything we do. If an intervention or teacher is not making a difference we will take quick action to change it.

- Regular feedback about individual performance and the opportunity to review and set new targets are set through a once a termly pupil conference where the class teacher is released to have one to one meetings with every single person in the class. The 1-1 conferencing with individual children provides an opportunity for teachers to listen to the individual children evaluate their progress and provide feedback for next steps forward. It is often the case that the space provided by these one to one conferences help identify issues that data alone cannot.
- Case studies are used to evaluate the impact of pastoral interventions and data around the individual pupils' performance is scrutinised for impact on progress and attainment.
- We incorporate a rigorous analysis of our Pupil Premium spend on an annual basis and plan our spend following review for the following year. Using data analysis tools such as Raise On –line and the Sutton Trust School Toolkit, we evaluate the outcomes of our strands of spend .
- A designated member of the SLT is responsible for all aspects of Pupil Premium. A designated governor and committee evaluates the review and planned spend for the following financial year.

Appendix 1: FSM – Attainment & Progress Tracking

Who are your FSM pupils and how are they doing?

READING		ATTAINMENT				
		Sig below	Below	At	Above	Sig Above
P R O G R E S S	Not enough					
	Expected					
	Good					
	Outstanding					

List your FSM children and the support, intervention or input they get for reading:
e.g. John – his group read twice a week with teacher

WRITING		ATTAINMENT				
		Sig below	Below	At	Above	Sig Above
P R O G R E S S	Not enough					
	Expected					
	Good					
	Outstanding					

MATHS		ATTAINMENT				
		Sig below	Below	At	Above	Sig Above
P R O G R E S S	Not enough					
	Expected					
	Good					
	Outstanding					

Appendix 2: How do our FSM pupils and non-FSM compare to national percentages?

	Attainment							Progress					
	READING		WRITING		MATHS			READING		WRITING		MATHS	
	FSM	NON FSM	FSM	NON FSM	FSM	NON FSM		FSM	NON FSM	FSM	NON FSM	FSM	NON FSM
Sig bell (1 level+)							Not enough						
Below (1,2 SL)							Expected						
At ARE							Good (1,2)						
Above (1,2 SL)							Outstanding (3+)						
Sig above (1 level+)													