



# Disadvantaged Policy

Reviewed by: Nikki Mace and Caroline Walker

Review Date: September 2020

Next Review: September 2021

## School Profile

Hamsey Green is a larger than average sized primary school formed in 2010 by the amalgamation of an infant and junior school in 2009. The school became part of the Tandridge Learning Trust 2017 alongside Warlingham Secondary and Sixth Form College, Woodlea, Bletchingley and Tatsfield Primaries.

Hamsey Green is a 2 form entry Primary school with the capacity for up to 14 classes. Currently there are 12 classes. The school used to be a split site until September 2019. It is now all based on the Upper Site. The current number on roll is 287 in the Primary School. In Sept 2020, an attached nursery to the school was opened– Acorns Nursery. We have

The school is a Surrey school on the borders of Warlingham, in Surrey and the London Borough of Croydon. Most pupils come from the local community.

## Staffing Structure

The school has a permanent HT from Feb 2020 (previously acting HT) . She leads the Senior Leadership (SLT) which includes

- A deputy head (appointed Sept 2020)
  - An Assistant Head
  - The SendCo

## The School Community

16% (47 pupils) are currently in receipt of Pupil Premium Funding. The local authority continues to provide Free School Meals for all primary aged pupils as part of the Healthy School Initiative.

14% of the number of pupils on roll receive FSM (41pupils)

6 % of the number of Pupil Premium on roll are EVER6 (8 pupils of the 47 pupils)

A tiny percentage of pupils on roll are either looked after or service families.

### Pupil Premium funding

2012/13 £58,000

2013/14 £87,300

2014/15 £139,600

2015/16 £126,280

2016/17 £106,180

2017/18£105,600

2018/19 £ 83,160

2019/20 £56,760

2020/21 £63,215

The DfE has given us the freedom to use the Pupil Premium Funding as we see fit, based upon our knowledge of our pupil needs. However, we are accountable for the use of this additional funding.

### **Schools Deprivation indicator**

There are 11% of pupils currently on the SEND register. 7 pupils holding an Education Health Care Plan (EHCP) and 1 in draft form.

Of this 11%, 23% of SEND also are eligible for Pupil Premium.

There are 5% of pupils registered with English as a Second Language (EAL)

0 % of Asylum Seekers/Refugees

5% of pupils from countries other than the United Kingdom. The main country is the Caribbean.

### **School Developments**

In May 2017, Hamsey Green converted to an Academy and joined the Tandridge Learning Trust which consists of three other primaries schools and a secondary school.

Hamsey Green Primary School was deemed to be a 'Good' school following an Ofsted inspection Feb 2020.

## Objectives of Pupil Premium Spending

**Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we tracking pupils to ensure they make good progress, and bridge the gap in the levels of attainment between FSM and non-FSM pupils.**

**Our aim is to:**

1. carefully 'ring fence' the funding so we focus our spending on the target group of pupils. Consideration of all children's starting points and our school's socio-economic status will also be taken into account, focusing on how we can minimise the impact of disadvantage on the learning journey of all pupils.
2. avoid confusing eligibility for the Pupil Premium Funding with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
3. thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why, using termly assessment data, teacher, parent and pupil voice
4. draw on research evidence (such as the Sutton Trust toolkit ) and evidence from our own and others' experiences to allocate the funding to the activities that are most likely to have an impact on improving achievement.
5. understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
6. use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly
7. make sure that support staff are highly trained and understood their role in helping pupils to achieve
8. systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it
9. ensure that a designated senior leader has a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
10. ensure that class and subject teachers know which pupils are eligible for the Pupil Premium Funding so that they can take responsibility for accelerating their progress
11. develop a clear policy on spending the Pupil Premium Funding, agreed by governors and publicised on the school website

12. provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
13. thoroughly involve governors in the decision making and evaluation process
14. be able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of our spending on the outcomes for pupils

**Pupils on role: 293**

**Pupil Premium Grant Received: £63,215**

## Provision

### **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 the 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. This includes research from the Sutton Trust. The Boxall Profile, Sandwell Maths and benchmarking are used to measure progress.
- Be transparent in our reporting of how we have used the Pupil Premium Funding, 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.

This model Pupil Premium Policy has been written by Equitable Education [www.equitableeducation.co.uk](http://www.equitableeducation.co.uk)

## Reporting

It will be the responsibility of the designated Disadvantaged Pupils Senior Leaders to report to the Governors on:

- The progress made towards narrowing the gap, for socially disadvantaged pupils in each year group;
- An outline of the provision that was made since the last meeting, its purpose and the impact so far
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.
- How parents are included and informed about their child's provision and progress.
- How the requirements published by the Department for Education have been harnessed to complete an annual report of spending.

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