



Policy for Effective Pupil Premium Spending

Background

The Pupil Premium is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Foundation Stage and Year 11, on roll in January of each year, who are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). The grant per eligible primary-aged pupil is £1320 for the financial year 2019-20.

Pupil Premium Plus pupils are looked after children (LAC) and are entitled to £3200 in the 2019-20. Schools are now accountable to the Local Authority Virtual School Head teacher for the ways in which funding is spent, so it may be held back until the VSH is satisfied with plans in respect of each pupil. This amount of money also applies to post LAC children and children who have special guardianship in place.

Pupil Premium is also paid for the children of servicemen and women, and for Nursery pupils, whose parents or carers qualify. The amount they are entitled to is £300 for 2019-20.

Schools have the freedom to spend the Premium, which is additional to their delegated budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. Whilst we recognise that eligible children are referred to as 'disadvantaged' by Ofsted in reports, and on RAISE online, we prefer to use the terms 'Pupil Premium' or 'Pupil Premium Plus' because of their more positive connotations. We also seek wherever possible to ensure that Pupil Premium funding has a wider impact on all children's achievement.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision, which is displayed in a vision statement on our website.

Principles:

- The Pupil Premium Leader will be responsible for Pupil Premium provision, with specific shared responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and Maths provision)
- A link governor will work with the Pupil Premium Leader, and other staff where appropriate, to ensure that the governing body is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills
- We will 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 address.

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged
- We recognize that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- For KS1 pupils, who are all entitled to receive Free School Meals, we will make every effort to identify sensitively those who are eligible for Pupil Premium funding, and encourage them to apply to the LA for 'FSM' funding
- Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations especially in English and Maths, but even further where they have the potential to achieve beyond age related expectations. We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social and emotional skills (see detail below)
- Additional provision for SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. in-school tracker, Pupil Progress Meetings)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

Group	Examples
Family engagement	<ul style="list-style-type: none"> • Pupil premium leader meetings • Breakfast club • After school clubs • Clubs outside of school
Attendance	<ul style="list-style-type: none"> • Meetings with Pupil premium leader • LA EWO • Attendance awards
Engagement in learning and	<ul style="list-style-type: none"> • Educational visits, including residential trips • Visitors to school

widening experiences	<ul style="list-style-type: none"> • Development of outside provision • Learning mentor/ELSA sessions • One to one therapies
Accelerated Progress	<ul style="list-style-type: none"> • Providing small group work with a teacher or teaching assistant, focused on overcoming gaps in learning • 1:1 work • Other learning opportunities provided by staff or external agencies • Additional curriculum resources for school and home e.g. toe by toe, rapid write, Nessy, OT resources, SNAP maths, phonics groups. Lego club • Staff CPD for outstanding teaching and high impact interventions
Pupils as enablers	<ul style="list-style-type: none"> • Monitor and mentor opportunities for pupils e.g. buddies, playground angels • Peer mentoring system

Reporting

It will be the responsibility of the Pupil Premium Leader, supported by the SLT, to produce Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of any changes to provision that have been 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 (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

Appeal

Any appeals against this policy will be through the school's complaints procedure.

Review

This policy will be reviewed annually and updated/amended as appropriate in the light of any statutory or advisory changes including Ofsted or LA reports, or significant changes to school practice.



Appendix 1

Glossary

DFE – Department for Education

FSM – Free School Meals

LA – Local Authority

LAC – Looked After Children

Post LAC – Adopted children or children with special guardianship

QFT – Quality First Teaching

SEN – Special Educational Needs

SLT – Senior Leadership Team