



Pupil Premium Policy

Effective January 2021



Contents

1. Rationale	<i>page 3</i>
2. Aim	<i>page 3</i>
3. Pupil Premium Spending	<i>pages 3 - 4</i>
4. Pupil Premium Tracking and Recording	<i>pages 4 - 5</i>
5. Reporting Pupil Premium	<i>page 5</i>
6. Roles and Responsibilities	<i>pages 5 - 6</i>
7. Continuing Professional Development (CPD)	<i>page 6</i>
8. Development and Review	<i>page 6</i>
9. Appeals	<i>page 7</i>
10. Policy Review Form	<i>page 8</i>

Pupil Premium Leader: *Mrs Kimberley Viney*

Pupil Premium Governor: *Ms Marilyn Osborne*



1. Rationale

Pupil Premium was introduced by the Government in April 2011 to provide additional support for looked after children, service family children and those from low income families (children who have been registered for free school meals (FSM) and from 2012-13 at any point in the last six years, known as the Ever 6 FSM measure, or are looked after continuously by the local authority for more than six months). It now incorporates adopted children too. The extra funding is made available to schools to help them narrow the attainment gap that still exists between children from disadvantaged and more affluent backgrounds.

Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five and schools are independently important for improving children's attainment and narrowing gaps. Evidence shows that the most effective schools achieve this through a combination of high-quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers.

It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need to provide that support.

The Pupil Premium is in addition to the school budget. The targeted and strategic use of Pupil Premium funding will support us in achieving the school's vision.

2. Aim

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least Age Related Expectations and overcoming barriers to learning.

3. Pupil Premium Spending

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Carefully ring-fenced funding so that it is always spent to the benefit of the target group of children
- Never confusing eligibility for the Pupil Premium with low attainment
- Supporting more able pupil premium children to reach their potential and accelerate progress
- Focusing on supporting disadvantaged children to achieve the highest standards
- Thoroughly analysing which children are underachieving, particularly in English and mathematics, and why
- Using research evidence (evidence from our own and other school's experience as well as OFSTED annual reports, information from DFE and Sutton Trust and the EEF teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Understanding 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 or insufficient appropriate challenge for learners to make progress from their starting points
- Allocating the most appropriate teachers/Learning Support Assistants to teach intervention groups to improve mathematics and English
- Using achievement data frequently (through termly pupil progress meetings and monitoring) to check whether interventions or techniques are working and make adjustments accordingly, rather than just



using the data retrospectively and use tracking data intelligently to analyse the underachievement of individual children

- Making sure that support staff, particularly Learning Support Assistants, are highly trained and understand their role in helping children to achieve
- Systematically focusing on giving children clear, useful feedback about their work, and ways that they can improve
- A designated leader having a clear overview of how the funding has been allocated and the difference it is making to the outcomes for children
- Monitoring and evaluation – everyone’s responsibility. The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress by knowing their strengths and areas for improvement and providing suitable appropriate learning opportunities. Pupil progress meetings take place regularly with SLT and have Pupil premium as a focus
- A clear policy on principles and how the impact of the spending would be evaluated, agreed by governors and publicised on the school website
- Well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child’s learning
- Clear and robust performance management system for all staff, and included discussions about children eligible for the Pupil Premium in performance management meetings
- Governors thoroughly involved in the decision-making and evaluation process - named governor nominated to have an oversight of the Pupil Premium. A core focus of an FGB meeting as part of the circle model of governance.
- Able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for children;
- Concentrating on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum - have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don’t have to catch up later;
- Allocating funding for improving attendance - coupled with practical work with families to help them to get their children to school every day on time, sharing information about the importance of attendance and ensure motivating rewards are evident;
- Considering a range of barriers to children’s learning, including attendance, behaviour, family circumstances and resources and have a nominated senior leader with responsibility for this;
- The School Business manager is closely involved in tracking the allocation and can, therefore, always account clearly for spending;
- A wide range of Intervention strategies that is effective because they are driven by children’s academic, emotional and social needs;
- Well-trained workforce and integrated team work approach. Ensuring that Learning Support Assistants help to raise standards through understanding their role in helping to improve achievement.
- All Key Stage 2 children have the opportunity to attend a residential in each of the Key Stage 2-year groups. Financial support can be given to ensure all children have the same opportunities. Educational visits can also be financially supported to enable all children to have equal access.
- Raising aspirations and broadening experiences for all children including high attaining pupil premium children.

4. Pupil Premium Tracking and Recording

The Class Teacher, Headteacher and the Inclusion Team monitor and analyse the progress of pupils receiving Pupil Premium, using the school’s tracking systems and by a more informal assessment of the wellbeing and emotional health of pupils.



Half termly progress meeting is held by SLT with class teachers to discuss progress of groups including Pupil Premium.

The Inclusion team meet regularly to assess the effectiveness of strategies and the impact being made and report this to SLT and the link governors. Sometimes this will take the form of anonymised case studies.

A detailed breakdown of funding is made by the School Business Manager. This is regularly reported to the governors' finance committee.

5. Reporting Pupil Premium

It will be responsibility of the Headteacher, or delegated member of staff, to produce regular reports to Governors on:

- The progress made towards “diminishing the difference” for disadvantaged children
- An outline of the provision in place in the school
- An evaluation of the effectiveness, in terms of the progress made by pupils receiving a particular intervention

The governors of the school will ensure that there is an annual strategy statement published to explain how effectively the pupil premium funding has been used. This task will be carried out in accordance with any requirements published by the Department for Education. Please note that individual circumstances can impact upon the data and information related to this may not be published due to confidentiality, but could be made available to the Chair of Governors, The Local authority or Ofsted if required.

6. Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for all our pupils.

PUPIL PREMIUM LEADER

The Pupil Premium Leader:

- Evaluates the impact of provision made for Pupil Premium children and uses this to identify the most and least effective forms of provision.
- Records and tracks the achievement of Pupil Premium children over the course of their time at the school.
- Reports impact of Pupil Premium provision to the Pupil Premium governor termly.
- Supports staff in classroom provision for Pupil Premium children.
- Co-ordinates the provision for Pupil Premium children.
- Liaises with outside agencies as needed.

TEACHERS AND SUPPORT STAFF

Through classroom teaching and additional support strategies, teaching and support staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability



- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be diminished and improvements maintained
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind
- keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement
- provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps
- evaluate the impact of Pupil Premium spend within their area of responsibility

GOVERNING BODY

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The Link Governor is responsible for ensuring the implementation of this policy.

Our governing body will, at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual strategy statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

7. Continuing Professional Development (CPD)

Pupil Premium funding may also be used to provide sustained professional development opportunities for teaching staff. This will be targeted to improve the quality of teaching in relation to specific strategies that research suggests will disproportionately benefit disadvantaged children.

8. Development and Review

The evaluation of this policy is based on how quickly the school can close the gap between socially disadvantaged children and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole school approach
- Creating a positive school atmosphere in which children's differences are recognised and valued as full members of the school community; developing confident and independent learners.



9. Appeals

Any appeals against this policy will take place through the governors' appeals procedure.

This policy was approved by the governing body of Summerlea Community Primary

School on:February 2021.....

Signature of Chair of Governors:
Sue Wootton

Signature of Headteacher:
Helen Morris



Policy Review Form

Please complete this section when reviewing and updating this document.

Author	Name	Date
	Simon Trahern	January 2015

Reviews	Name	Review Period: 2 years
	Simon Trahern	January 2017
	Helen Morris	January 2019
	Helen Morris & Kimberley Viney	January 2021

Information Source	Name	Date

Change Control	Sections Amended	Author & Date
	Pg 2 Mrs Kimberley Viney added	Helen Morris - Dec 2018
	Pg 3 Rationale	Helen Morris - Dec 2018
	Pgs 3 & 4 Pupil Premium Spending	Helen Morris - Dec 2018
	Pg 5 Pupil Premium Tracking and Recording	Helen Morris - Dec 2018
	Pg 5 Reporting Pupil Premium	Helen Morris - Dec 2018
	Pgs 5 & 6 Roles and Responsibilities	Helen Morris - Dec 2018
	Pg 2 Update Pupil Premium Governor	Helen Morris – Dec 2020
	Section 3 – Pupil Premium Spending – remove sentences <i>“They are well trained with quality up to date CPD and have the time allocated to enable them to work with teachers to plan and review children’s learning. They are placed where data indicates that they are most needed to help children to catch up, rather than spreading them evenly among classes;”</i>	Helen Morris – Dec 2020