

Pupil Premium Policy



Written: September 2014

Reviewed: September 2016

Ratified by the Management Committee:

Date of next Review: September 2017

Eligibility for Pupil Premium:

The Pupil Premium is additional funding which is allocated to schools to support pupils from disadvantaged backgrounds (as defined by being eligible for free school meals currently or at some point in the previous 6 years), pupils from families employed in the armed services, Children Looked After (CLA) and Adopted pupils. The Pupil Premium is therefore a vital resource to help narrow the attainment gap between disadvantaged pupils and their peers, while enhancing their learning journey and achievement.

The PPG is allocated in differing ways, the FSM component is allocated on an annual basis, and the CLA PPG is allocated depending on the policy of the responsible Local Authority for each child. In the case of the CLA the responsible Local Authority acts as the 'corporate parent' and the educational provision is overseen by each pupil's reviewing officer and the Virtual Headteacher for the CLA.

This policy outlines how we will use the Pupil Premium allocated to us to support the individual needs and educational provision of pupils and narrow any attainment gaps that exist between Pupil Premium pupils and non Pupil Premium pupils.

Aims:

- At Palatine Primary School we aim to ensure that every child is able to make expected or better progress.
- We will promote a culture of high expectations and aspirations for pupils in receipt of FSM and Children Looked After focusing on 'how pupils could do better if....'
- We will strive to ensure that every child is excited about learning and is determined to succeed.
- We will equip our children with confidence, and nurture self esteem and resilience.
- We will develop skills, knowledge, and attributes to help our pupils contribute to society including creativity, critical thinking, problem solving, and decision making.

Principles:

We will ensure that:

- Teaching and learning opportunities meet the needs of all pupils.
- Focused interventions are aimed at vulnerable pupils and that Pupil Premium pupils are given priority.
- Appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all Children Looked After and pupils who are eligible for FSM (or have been eligible in the last 6 years) are disadvantaged.

- We recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs including in our school pupils with a wide range of special educational needs and disabilities (SEND) and English as an additional language (EAL).
- Pupil Premium funding will be allocated following a need analysis which will identify priority classes, groups or individuals who will then receive either individual or group interventions.

Provision:

Funding is allocated and used on an evidence based approach. This approach includes;

- Focusing on highly effective, high quality teaching.
- Discussion and networking with other schools e.g. half termly DFG Pupil Premium Champions meetings.
- Using the latest evidence based research (such as the Sutton Trust EEF teaching and learning toolkit) which allows us to compare nationally what other schools do and keep updated in relation to the evaluation of potential strategies to narrow attainments gaps.
- Being aware of latest OFSTED guidance.
- Monitoring closely the impact of strategies used.

During the academic year 2016-17 we plan to spend out Pupil Premium funding on supporting pupil's attainment, equality, and enrichment through the following:

- 1:1 Reading Recovery intervention led by Pupil Premium TA.
- Maths intervention groups 'First Class at Number' 1 and 'First Class @ Number 2' led by the Pupil Premium TA.
- Nurture support from Learning Mentor.
- Access to therapeutic interventions - play therapy, music intervention.
- Triple P / behaviour support led by Pupil Premium TA.
- Resources to support individual pupils with identified needs. .
- Enrichment activities – 50% of cost per pupil for YR 6 residential trip.
- Promoting Inclusion – Breakfast Club/ purchasing PE/ swimming kits for pupils.

Roles and Responsibilities:

The Head teacher and AHT are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through Performance Management arrangements and Pupil Progress meetings, they will make sure narrowing the gap is a priority area of focus for the school.

The AHT has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. The AHT will be responsible for

producing regular reports and sharing all information on Pupil Premium with the Management Committee on:

- the progress made for PP pupils in relation to education targets and national standards
- identified gaps in attainment and progress made towards closing these gaps
- the provision that has been put in place to support PP pupils including any new initiatives
- an evaluation of cost effectiveness, in terms of academic progress and through other progress measures such as personal and social development

The management committee should consider this information in relation to other school data on progress and attainment.

The AHT will ensure that there is a Pupil Premium Strategy Statement on the school website detailing:

- how the PPG was spent for the previous academic year
- the effectiveness of interventions on the attainment and progress of pupils for the previous academic year, including identified gaps in attainment
- details of how the school plans to spend the PPG for the current academic year, barriers to attainment and planned priorities and interventions

Our Management Committee 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.

Diana Pachocha is the Management Committee member responsible for ensuring the implementation of this policy.

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 enables pupils from disadvantaged backgrounds to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed 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 proven track record in narrowing the gaps in attainment and achievement.

Success Criteria

- We will evaluate quantitative data (on progress and attainment) and qualitative data (case studies, views) as evidence of impact.
- Our aim is for pupils in receipt of Pupil Premium funding to achieve in line or better than their peers.
- For some students the impact of PPG measures may be more individual to measure as they may be linked to self confidence, greater engagement in learning, improved communication and improved social behaviour.

Monitoring and reviewing the policy:

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing identified gaps in attainment.

Appeals procedure:

Any appeals against this policy can be made through the governor's complaints procedure.

Written by: Rosemary Needs

Signed and dated:

Head.....

Chair of Governors.....