

Pupil Premium Policy



Written: September 2014

Reviewed: September 2021

Ratified by the Management Committee:

Date of next Review: September 2022

Eligibility for Pupil Premium:

The Pupil Premium Grant (PPG) 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 PPG 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 PPG 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 Head for the CLA.

- As it has been identified that In the South East and East of England nearly one quarter of entitled pupils are not claiming Free school Meals ("Pupils not claiming free school meals": DfE Nov. 2012) the school reserves the right to allocate the PPG to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

This policy outlines how we will use the PPG allocated to us to supports 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 GOOD or better overall progress (as judged at July Pupil Progress meeting).
- We will promote a culture of high expectations and aspirations for pupils in receipt of PPG 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 PPG (or have been eligible in the last 6 years) are disadvantaged.
- We recognise the fact that PPG 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).
- PPG 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 and interventions.
- Discussion and networking with other schools
- 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 interventions and resources used.

During the academic year 2021-2022 we plan to spend out Pupil Premium funding on supporting pupil's attainment, equality, and enrichment through the following:

- Nurture support from our Emotional Literacy Support Assistant.
- Access to therapeutic interventions to support pupils social and emotional needs/ trauma
- See and Learn programme led by TAs in class to support specific pupils reading/language and number skills
- Resources to support individual pupils with identified needs.
- Academic interventions aimed at supporting pupils to make better progress.
- Enrichment activities –including support for YR 6 residential trip where required.
- Promoting Inclusion – Breakfast Club/ purchasing PE/ swimming kits for pupils.

Detailed provision is set out in the pupil premium strategy.

Roles and Responsibilities:

The Head teacher and Assistant Head teacher in charge of inclusion are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in eliminating any gaps for pupils in receipt of the PPG. 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 eliminating any gaps is a priority area of focus for the school.

The Assistant Head teacher in charge of inclusion has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. The Assistant Head teacher in charge of inclusion 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 Assistant Head teacher in charge of inclusion 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.

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 eliminated 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 eliminating 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 PPG to make good or better overall progress and achieve in line or better than their peers.
- For some students the impact of PPG measures may be more individual 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 eliminating identified gaps in attainment.

Appeals procedure:

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

Written by: Charlotte Howting

Signed and dated:

Head.....

Chair of Governors.....