

Laughton All Saints' C of E Primary School

Pupil Premium Policy



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'This policy reflects the new statutory guidance issued through the National Curriculum (2014). All policies have been written to ensure that these points of study are covered in this policy, and expanded on where necessary to develop the school's own, individual curriculum. This curriculum is based heavily on thoughtful first hand experiences, creative endeavours with these experiences and an inherent connection to the children of Treeton School, their needs and backgrounds. Additionally, it has been designed and patterned to ensure that children maximise their progress in school and are given the opportunities to widen their learning and aim for even higher levels of study. It has been carefully designed to meet the needs of the school's values, vision and ethos with the new curriculum in mind.'

Overview

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on October 2011 school census figures for pupils registered as eligible for FSM from Reception to Year 6, or in the last 6 years. For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903).

A premium has also been introduced for children whose parents are currently serving in the armed forces, and those who are adopted. This premium is designed to address the emotional and social well-being of these pupils. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Background and Legal Context

The Department for Education has stated that schools 'are free to spend the Pupil Premium as they see fit'. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the annual reports for parents that schools are required to publish online

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FMS) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011.

Disadvantaged pupils

Pupils in year groups reception to year 6 as recorded as Ever 6 FSM.

Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

Service children

Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

Objectives for Pupil Premium in this School

- The Pupil Premium will be used to provide additional educational support through quality first teaching, and, where necessary, additional intervention, to improve the progress and to raise the standard of achievement for these pupils (with making good or accelerated progress as an expected minimum)
- The funding will be used to narrow and close the gap between the achievement of the vulnerable pupils and their peers.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Key Principles

- Expectations are high for all pupils. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

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. We will:

- 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
- 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
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

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 our pupils.

All members of staff are aware of their responsibilities in narrowing the gaps of our pupils and will be given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements and pupil progress meetings, staff will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the TLR Lead Teacher to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the other progress made by the pupils receiving a particular provision, when compared with other forms of support

TLR Lead Teacher has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. She has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. She knows how to customise this research to fit the needs of our pupils and school context.

TLR Lead Teacher will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money.

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 disadvantages 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 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

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and roles. This will support them in implementing successful strategies to accelerated progress of pupils and narrow the gaps.

OUTCOMES:

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Appendix 1

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and department leaders, and interventions put in place.

- b) If a pupil has been identified as underachieving, or *possibly* having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.

- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.

- d) The PP Interventions Manager, and SENDCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it can be determined which type of provision the child will need going forward.

- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been unlikely without it.