



# Pupil Premium Policy



## Pupil Premium Policy

Pupil Premium leaders in school - Mrs Dixon (Headteacher) and

Miss Goldsmith (Deputy Headteacher)

Pupil Premium Governor - Mrs Cowell

### Background

The Pupil Premium is an allocation of additional Government funding provided to schools to support specific children who are vulnerable to possible underachievement. These include children who are entitled to free school meals (FSM) or those who have been eligible at any point within the last six years; children who are in the care of the Local Authority; children who have been adopted from care and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

School has the freedom to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. School is accountable for narrowing the gap and data produced provides a comparison on the attainment of pupils who receive the pupil premium when compared with their peers.

According to Wakefield LA guidelines, based on the DfE allocation of funding, the following amounts were received by school September 2018:

Category:	Allocation:
Ever 6 FSM	£1, 320 per pupil
Post-LAC	£1, 900 per pupil
Service children	£300 per pupil
LAC	£1, 900 (of which £900 is retained by Virtual School Head within Wakefield as agreed by School Forum)

### Principles

- We ensure that teaching and learning opportunities meet the needs of all pupils.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes the needs of socially disadvantaged pupils, ensuring these needs are assessed and addressed.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to support any pupil or groups of pupils we legitimately identify as disadvantaged.
- Pupil premium will be allocated following needs analysis which will identify priority classes, groups or individuals. Not all FMS/Ever 6 pupils will be in receipt of pupil premium interventions

### **Objectives:**

- To raise the attainment and achievement of all pupils and to narrow the gap between FSM children and non-FSM children through:
  - Allocation of support staff in every classroom to raise progress and attainment levels in reading and writing.
  - Additional staff training to support quality first teaching of phonics/reading.
  - Provision of nurture, social and emotional support to improve attendance and behaviour, led by learning mentors.
  - Enhance pupils' experiences and opportunities, and increase access to a range of activities.

### **Provision**

In order to meet the above requirements, the Governing Body of Smawthorne Henry Moore Primary School will ensure that provision is made to secure the teaching and learning opportunities that meet the needs of all pupils.

We will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

The SENCO and assessment leader will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors' standards committee.

Pupil premium provision maps will be completed each year to inform all stakeholders of the planned expenditure of pupil premium funding. Impact of the actions will be monitored and evaluated within the Pupil premium funding impact report. All documentation is published on the school website.

The range of provision may include:

- Reducing class sizes thus improving opportunities for effective AFL and accelerated progress.
- Providing small group work with an experienced teacher focusing on overcoming gaps in their learning.
- 1-1 support will be provided as required during class and group intervention, not offered on a permanent basis.
- All adults to be aware of the pupil premium children in their class, with a \* indicating on planning and class assessment sheets who the children are. This is to ensure that staff can make the best provision possible.
- For children with working below age related expectations in reading, writing or maths, we will deliver a personalised programme to help improve their skills and support them to catch up.
- Children will receive 1-1 focus time, where a member of support staff works regularly with the child considering their interests, providing inspiring and engaging stimulus and 'hooking them in' to get excited about their learning. Portfolios of evidence are kept to demonstrate the progress made by the pupil premium children. This will last for one term to measure the impact before being reviewed and evaluated.
- Encourage pupils to read for pleasure. Ensuring that children have access to high quality stimulating reading materials. Years 5 and 6 are offered separate reading resources to ensure high quality literature. Playtime reading club is available for children to develop reading for enjoyment and develop pace.
- Additional teaching and learning opportunities provided by trained HLTAs, TAs or external agencies.
- 1-1 sessions with the learning mentor for pastoral care, to be timetabled each half term on a needs basis.

- Offering free places at Breakfast club for disadvantaged pupils.
- Educational school visits to be subsidised for disadvantaged pupils.
- Personal financial support as required e.g. for the purchasing of school uniform/PE kit.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations, initially in English and Maths.

## **Resourcing**

The Headteacher, in collaboration with the senior leaders, is responsible for overall co-ordination and monitoring of the Pupil Premium allocated funds. Senior leaders are responsible for the planning and coordination of adult support to meet the needs of the vulnerable pupils

By analysing assessment data, one to one support or group intervention is provided to those pupils who are considered to be in need of support/working below age related expectations. This support is offered to pupils who are not making expected levels of progress and those who have gaps in the learning, It is also offered to those pupils who are exceeding expectations.

Pupil premium funding also contributes to the following:

- Supporting continued professional development (CPD) of all teaching staff, including support staff.in order to provide quality teaching and small group intervention and support.
- Educational visits subsidised for pupils to enrich the curriculum and offer a broad range of learning opportunities and experiences.
- Funding to provide extracurricular opportunities such as Sports, Music/instrument lessons, after school clubs, visitors into school etc.
- Year 6 SATs booster clubs.
- Appointment of two learning mentors to monitor attendance, support behaviour and pupils health and well being, providing social skills interventions and support.
- Daily breakfast club, offered to all disadvantaged pupils.
- Safeguarding education for all pupils - workshops to teach pupils about e-safety, road safety, keeping themselves safe etc
- Attendance initiatives to promote and encourage good attendance by al pupils,
- Purchase of resources to support quality first teaching and learning

\*See PP provision maps for more detailed information regarding expenditure.

## **Reporting**

It will be the responsibility of the Headteacher in conjunction with the SENCO, Assessment Leader and Learning Mentors to produce annual reports to the Governor's Standards committee on:

- The progress made towards diminishing the difference, by year group, for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting and the costs incurred.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, compared with other forms of support.
- The monitoring of attendance and what is being done to reduce persistent absenteeism and lateness.
- It will be the responsibility of the main Governing body to ensure and outline the school's progress towards 'diminishing the difference' for socially disadvantaged pupils.
- The Governing body will consider the information provided from the standards committee in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the revised schools league tables.
- The Governors of the school will ensure that there is an annual statement to parents on how pupil premium funding has been used to address the issue of 'diminishing the difference' for socially disadvantaged pupils. The task will be carried out within the requirements published by the Department for Education. Documentation will be published on the school website.

## **Success Criteria**

The evaluation of this policy is based on how quickly the school can 'diminish the difference' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium are:

- Early intervention and support for socially disadvantaged children, according to individual need.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective support from school and parents.
- Having an effective system for identifying, assessing and monitoring pupils. Tracking systems in place to track the progress of disadvantaged pupils.
- Having a consistent whole school approach with all staff aware of the policy.
- Regular updates to Governors during half termly meetings.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community, developing confident and independent learners.

### **Monitor and review**

The policy is a working document and therefore is open to change and restructuring as and when the need arises. It will be reviewed as part of the whole school review programme.

Governors will work alongside the headteacher and senior management team to ensure the policy is being followed to successfully deliver the planned outcomes.

This policy will be reviewed: September 2019