

**Ladygrove Park Primary School**  
**PUPIL PREMIUM POLICY**

<b>Next review due</b>	<b>October 2019</b>
<b>Committee responsible:</b>	<b>FGB</b>

**Background**

The Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for

- Disadvantaged Children: pupils recorded in the current school census known to be eligible for free school meals at any point in the last six years.
- Looked after children
- Children adopted from care under Adoption and Children Act and children who have left care under a Special Guardianship or Residence Order
- Service Children. Pupils recorded as being eligible for the Services Child Premium in the past four years (ever 4 Service Child) or in receipt of a child pension from the Ministry of Defence. The Service Child Premium is a smaller amount than the Pupil Premium.

Schools are free to spend the Pupil Premium and Service Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups.

**Rationale**

- Pupil Premium funding will be allocated to help narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds;
- Service Premium will be used to narrow the attainment gap between pupils from service families and other pupils.
- The school’s principal intention is to narrow the performance gap by day to day quality teaching rather than relying solely on intervention. Intervention activities are driven by detailed planning by the class teacher, Learning Mentor and Inclusion Manager.
- Funding will be targeted to help break down barriers to learning. These may include:
  - poor literacy and numeracy skills
  - difficult home circumstances
  - poor behaviour or attendance
  - poor social and emotional skills
  - limited access to learning opportunities in and out of school
- School will allocate the funding to the activities that are most likely to have an impact on improving achievement; using research evidence, experience of what works and an analysis of needs;
- The views of the pupil and parents will be taken into account when planning support;
- All school staff will be aware of which pupils are eligible for the Pupil Premium and Service Premium so that they can take responsibility for accelerating their progress, for example, at pupil progress meetings; (See PP Key responsibilities document on website)
- School will use achievement and progress data alongside QCA questionnaires, interviews, conversations, and questionnaires, to assess whether interventions or techniques are working and make adjustments accordingly;
- The headteacher will compile an annual report for governors and for parents to evaluate the impact of each aspect of the spending on the outcomes for pupils. **The next report is due in October 2019.** The report is available on the school’s website;
- Governors will be fully involved in the decision-making and evaluation process. Inclusion Governor will meet with Learning Mentor and Inclusion Manager termly.

**Intended Outcomes**

To narrow the gap in progress, and consequently in attainment, between disadvantaged pupils and that of other pupils. To support children with parents in the regular armed forces.

**Allocation**

Funding will be allocated each year in line with the rationale above.

Examples of effective support (taken from Ofsted 2013 *How schools are spending the funding successfully to maximise achievement*):

Examples of barriers to learning	Examples of effective support
poor literacy and numeracy skills	tuition or booster groups TA-led interventions Small ReadWrite Inc groups 5 min toolbox (number) interventions
difficult home circumstances	Home School Link Worker

	Funded place at breakfast / after-school club Funding for trips/resources/uniform
poor behaviour or attendance	Home School Link Worker TA led interventions Learning Mentor Lego therapy Drawing and Talking therapy funded place at breakfast club/ after-school club
poor social and emotional skills	TA led interventions Learning Mentor 5 point scale Zones of Regulation ELSA interventions Assessments by external professionals to inform school practice
limited access to learning opportunities in and out of school	Assisted funding of e.g. musical tuition, school trips Access to study aids

Whilst a percentage of the expenditure will be planned at the beginning of the financial year, a proportion will be allocated during the course of the year to respond to changing needs and an evaluation of the impact of support. (See the Ofsted Analysis and Challenge Tool for an example.)

### **Assessment and Evaluation**

The evaluation of Pupil Premium spending will be based on the termly analysis of the progress and attainment of individual pupils linked to teachers' appraisal. QCA data, interviews, conversations, questionnaires and other intervention baseline and assessment data will also be tracked to identify and document any barriers to learning which are resulting, or could result, in underperformance by the children eligible for PP.

Support and spending will be evaluated and adjusted in termly Pupil Premium review meetings with the class teachers, Learning Mentor and Inclusion Manager.

An autumn evaluation report will be prepared by the Headteacher making reference to the effectiveness of school provision. **Next report due October 2019.**