

## Dalton School

### Policy for the Effective Use of the Pupil Premium Grant 2018-2019

#### School Vision

To inspire an aspiration for individual and community success, through hard work, bold endeavour, respect, resilience and partnership.

From little acorns, mighty oaks will grow.

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

The pupil premium grant per pupil for 2017 to 2018 is as follows:

<u>Disadvantaged pupils</u>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
*Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
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	£2,300
<u>Service children</u>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

\*Children who have been in local-authority care for 1 day or more attract £2,300 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child, in Kirklees the VSH is Janet Tolley (01484 221000)

## **Early Years Pupil Premium:**

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds; this therefore includes Nursery provision at Dalton School.

3- and 4-year-olds in our Nursery will attract EYPP funding if they meet at least 1 of the following criteria:

Their family gets 1 of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through:
  - an adoption
  - a special guardianship order
  - a child arrangement order

Children must receive free early education in order to attract EYPP funding. They do not have to take up the full 570 hours of early education they are entitled to in order to get EYPP.

Children become eligible for free early education at different points in the year depending on when they turn 3. Details of the dates when children become eligible are available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for-2-to-4-year-olds>

Please note that 4-year-olds in our reception classes who already receive the school-age pupil premium are not eligible for EYPP funding.

The targeted and strategic use of pupil premium will support us at Dalton School in achieving our overall vision.

## Principles

- The Head and Deputy Head will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team and wider school staff (e.g. English and maths provision, pastoral and inclusion support).
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals.
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE.
- We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction (e.g. music, sporting opportunities).
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively; the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below).
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below).
- Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Pupil Progress Meetings).
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.

## **Provision**

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

<b>Group</b>	<b>Examples</b>
1. Family Engagement	<ul style="list-style-type: none"><li>• Breakfast Club</li><li>• Community Liaison</li><li>• Learning Mentor</li><li>• 2 x Behavioural Improvement Workers</li><li>• Inclusion Manager</li><li>• Parent Groups</li><li>• Early Years Community Project Work</li><li>• Toddler Group</li><li>• Terrific Twos</li><li>• Stay and Play</li></ul>
2. Attendance	<ul style="list-style-type: none"><li>• Breakfast Club</li><li>• Community Liaison</li><li>• Learning Mentor</li><li>• Attendance and Pupil Support Officer (APSO) Breakfast</li></ul>
3. Engagement in Learning and widening experiences	<ul style="list-style-type: none"><li>• Educational visits, including a residential trip (or pro rata contribution to the overall cost)</li><li>• Visitors to school</li><li>• Lifestyle initiatives</li><li>• Lunchtime initiatives and equipment</li><li>• Development of outside provision</li><li>• Staffing of after-school clubs / enrichment activities</li><li>• Transition support</li><li>• Forest School</li><li>• Positive Learning Mentor</li></ul>
4. Accelerated Progress	<ul style="list-style-type: none"><li>• Providing small group work with an experienced teacher focused on overcoming gaps in learning</li><li>• 1-1 tuition from a qualified teacher</li></ul>

	<ul style="list-style-type: none"> <li>• Additional staffing in specific targeted year groups</li> <li>• Additional group teaching and learning opportunities provided by trained TAs or external agencies</li> <li>• Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use</li> <li>• Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities)</li> </ul>
5. Pupils as enablers	<ul style="list-style-type: none"> <li>• Monitor and mentor opportunities for pupils (e.g. School Councillors, Sports Councillors and Play Leaders,)</li> </ul>

### **Reporting**

It will be the responsibility of the Headteacher to produce termly Pupil Premium reports for the Governing Body, including the following:

- An account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of any changes to provision that have been made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

### **Appeal**

Any appeals against this policy will be through the school's complaints procedure.

### **Review**

Next Review Date: Autumn 2019