



Pupil Premium Policy

SCHOOL: BANKS ST STEPHEN'S CE PRIMARY SCHOOL

Banks St Stephen's CE Primary School Pupil Premium Policy

Background

Pupil Premium funding is additional funding allocated to schools by the local authority or DfE to support pupils who are eligible. There are a variety of reasons why your child may be entitled to this funding which includes:

- If they are on Free School Meals or have been at any point in the last 6 years
- If they are a Looked After Child (in the care of the Local Authority)
- If they have previously been a Looked After Child and are now adopted from care or are under a Special Guardianship Order or a Child Arrangements Order or a Residence Order
- If they have a parent in the military or has been in the military over the past 5 years or are in receipt of a child pension from the Ministry of Defence

The grant per eligible primary-aged pupil is £1320 for the financial year 2016-17 if they have a Free School Meal or have done so in the last 6 years (Ever 6). If they have been adopted from care or are under a specific order the school receives £1900 per annum and if they have a parent in the military the school receives £300 per year. Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. Whilst we recognise that eligible children are referred to as 'disadvantaged' by Ofsted in reports, and on RAISE online, we prefer to use the terms 'Pupil Premium' because of their more positive connotations.

Pupil Premium pupils who are children looked after (CLAs) and are entitled to £1900 in the financial year 2016-17. Schools are now accountable to the LA Virtual School Headteacher for the ways in which funding is spent, so it may be held back until the VSH is satisfied with plans in respect of each pupil. Pupils only receive £1500 of their allocation as the LA top slice their funding which will be distributed as they see fit. The targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

Principles:

- The Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by a developing leader who is the Pupil Premium Champion, and members of the Senior Leadership Team or wider school staff (e.g. English and Maths provision, SEN intervention and welfare and inclusion support)
- A link governor will work with the Headteacher, and other staff where appropriate, to ensure that the governing body is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision and its impact
- 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, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills

- 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, or have received, 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, but also therefore the additional funding
- For KS1 pupils, who all are entitled to receive Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium funding
- Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike
- 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 across the curriculum so that they have breadth and depth of learning
- 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
- 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 SEN pupils will be funded through a combination of any SEN 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. Assessment Leader, 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:

Group	Examples
1 Family Engagement	<ul style="list-style-type: none"> • Breakfast Club • Pastoral Manager
2 Attendance	<ul style="list-style-type: none"> • Breakfast Club • Pastoral Manager
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Educational visits, including residential trips (or pro rata contribution to the overall cost) • Visitors • Development of outside provision (training) • Staffing of after-school clubs • Transition support • Instrument tuition

4 Accelerated Progress	<ul style="list-style-type: none"> • Providing small group work focused on overcoming gaps in learning • 1-1 tuition • Additional staffing in specific targeted year groups • Additional group/individual teaching and learning opportunities provided by trained TAs or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use • Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities)
5 Pupils as enablers	<ul style="list-style-type: none"> • Monitor and mentor opportunities for pupils

Reporting:

It will be the responsibility of the Pupil Premium Champion to produce regular Pupil Premium reports for the Governing Body (Standards & Effectiveness Committee), 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:

This policy will be reviewed annually in the light of any statutory or advisory changes (eg Ofsted Reports)

This policy will be reviewed: Autumn 2017

Adopted by Governors: Autumn 2016

Signed by Chair of Governors

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