



PUPIL PREMIUM GRANT POLICY

Reviewed: September 2017
Agreed: October 2017
Review date: September 2018

The Pupil Premium is allocated to schools with pupils on roll in January that are known to have been eligible for free school meals (FSM) at any time in the last six years. Each of these pupils will attract a premium.

Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best raise the attainment of disadvantaged pupils and close the gap between them and their peers.

DfE Guidance

Pupil Premium Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers
 - **School Disadvantaged – School Other**
 - **School Disadvantaged – National Disadvantaged**
 - **School Disadvantaged – National Other**
- We will ensure that the additional funding reaches the pupils who need it the most and that it makes a significant impact on their education and lives

Pupil Premium Strategies

Wales Primary School will use the PPG funding in a number of imaginative ways in order to close the gap between disadvantaged pupils and other pupils in school and nationally. We will develop a carefully planned and comprehensive strategy in order to minimise and in many instances remove the barriers to learning and achievement.

Barriers to achievement

The main barriers to educational achievement that impact our children fall into the categories:

- **physical and material disadvantage** (including some instances of poor housing and severe poverty)
- **Limited aspiration and expectation** (which can manifest itself in a lack of parental engagement)
- **Reduced social and cultural capital** (children may not be exposed to rich and varied experiences)
- **Reduced emotional wellbeing**

Pupil Premium Strategy

1. Identify A Focus

- Analyse and evaluate data and information to identify gaps between Disadvantaged Pupils and Other Pupils (National)
- Research and use evidence of successful action

2. Highlight Barriers

- What are the barriers to success?
Physical and material disadvantage; limited aspiration and expectation; Reduced social and cultural capital; Reduced emotional wellbeing
- Identify barriers for each cohort / group / individual and possible solutions to overcome

3. Desired Outcomes

- These should focus on improved attainment for vulnerable pupils; rapid rates of progress; improved attendance; improving family engagement; developing skills and personal qualities or extending opportunities

4. Success Criteria

- How will success be measured?
- The milestones to success will be easily identifiable and progress tracked against them

5. Plan for Action

- How will the desired outcome and success criteria be achieved?
- Identify staff to deliver (best person for the job)
- Highlight targeted children
- Indicate frequency and delivery style

6. Deliver the Approach

- Quality teaching for all
- Targeted support
- Other approaches

7. Review Performance

- Monitor pupil progress and attainment
- Identify staff training needs
- Change strategy if necessary to overcome barriers

8. Evaluate the Impact

- Have success criteria and desired outcomes been achieved?
- Identify further areas for improvement
- Use Key Performance Indicators to demonstrate effective deployment of resources

Principles

- We ensure that high quality teaching and learning opportunities meet the needs of all of the pupils (*Quality teaching for all*)
- We 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 (*Targeted support*)
- We understand that disadvantaged children may have barriers to learning that need to be overcome before any gaps in attainment are narrowed. Thoughtful use of the funding will cater for such need (*Other approaches*)
- In making provision for socially disadvantaged pupils, 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 allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Because of the demographic of our school, any groups will contain a number of vulnerable children
- Pupil Premium Funding will be allocated following a needs analysis which will identify priority classes, groups, individuals or areas of learning. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time, however they will access various support throughout the year

Identifying disadvantaged pupils

Primarily, we use eligibility for free school meals as the main measure of deprivation at pupil level. In addition to this we use Data Analysis and Raise Online to identify vulnerable pupils, groups of pupils and areas of school practice to develop. Furthermore, we identify other aspects, such as SEN, EAL and Care, Guidance and Support (CGS) which can increase pupil vulnerability.

Pupil Premium Grant Allocations

Allocations are made based on the school which the eligible pupil attends at the time of the January school census.

Pupil Premium Grant Payments

Rotherham Local Authority pay Pupil Premium Grants direct to school in one lump sum. The amounts are outlined in the table below:

Ever 6 and FSM	LAC / Post LAC (looked after children)	Ever 6 Service Child
£1320	£1900	£300

Pupil Premium Provision

The range of provision the Headteacher, staff and Governors consider making for this group could include:

Physical and material disadvantage

- Subsidising trips and educational experiences
- Homework club including access to ICT and adult support
- Extra-curricular opportunities

Limited aspiration and expectation

- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher focused on narrowing gaps in learning
- Specific interventions lead by specialist teachers

Reduced social and cultural capital

- Subsidising trips and extra-curricular opportunities
- Providing activities and rewards to boost attendance
- TA training to run nurture groups, friendship groups and support behaviour
- Funding to support additional enrichment experiences and pursue interests

Reduced emotional wellbeing

- 1:1 support through our own SEND specialist
- Access to SEMH specialists
- Providing enrichment opportunities to develop personal interests and self esteem
- Supporting vulnerable families in school or through Early Help
- Parental development and support groups using Parent Charter and Parent Forum

All our work through the pupil premium will be aimed at accelerating progress to close the gaps in attainment and moving children to at least age related expectations. Initially this will be in the Basic Skills of Communication, English and Maths. We will also focus on improving children's attendance and attitudes towards school so that they are happy, confident learners.

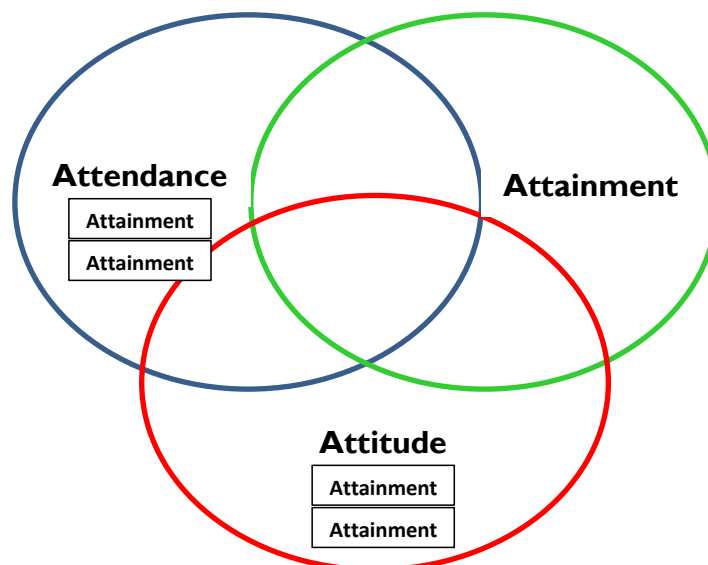
By targeting these barriers to learning then we intend to see improvements in three key areas:

Attendance – children want to come to school

Attitude – children develop positive attitudes about themselves, their learning and school

Attainment – children make sustained progress to attain in line with their peers

These improvements may be small initially, building up to a larger outcome. These three key areas are tracked and monitored to ensure that the pupil premium strategy is working through Pupil Premium Data analysis and termly Pen Portraits (appendix 1).



Pupil premium resources may also be used to target able children on Free School Meals to exceed expectations and achieve E+ in EYFS, GDS in Key Stage 1 and Key Stage 2.

Provision will not be aimed at statemented children as funding for need is already in place.

Reporting

It will be the responsibility of the Headteacher to produce regular termly reports for the Governing Body outlining:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was 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

The Governors and Headteacher will ensure that there is an annual statement to parents published on the school website outlining how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils and the measured impact.

Online reporting

Information on our website will include the following:

- Pupil Premium Policy
- Pupil Premium Grant allocation for the current academic year
- Details of how we intend to spend our allocation
- Details of how we spent our previous academic year's allocation
- How it made a difference to the attainment, attendance and attitudes of the disadvantaged pupils in our school

Accountability

DfE hold our school, Headteacher and Governing Body accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of disadvantaged pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

Inspections

Ofsted revised their inspection framework in August 2016, for September 2016. As a result, school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Pupil Premium Reviews

Ofsted will recommend that a school carries out a Pupil Premium Review where they:

- Rate the school as 'requires improvement' overall and in leadership and management
- Have serious concerns around the attainment of pupils that attract the pupil premium

Where Ofsted recommends that a school carries out a pupil premium review, the school will be expected to work with a system leader with expertise in closing attainment gaps, to improve ahead of re-inspection.

Schools can also independently commission a pupil premium review or get support from a system leader as part of your own school improvement.

Appeal

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

Appendix 1

WALES PRIMARY SCHOOL PUPIL PREMIUM PEN PORTRAIT									
NAME						YEAR GROUP			
DATE			CLASS TEACHER						
Is learning and progress in line with peers?	•								
Context <i>Relevant recent personal information that may impact on the child's learning, progress and well-being which may need support</i>	•								
	Attendance >95%	SEND Register	CP /CIN	TAC / CAF	LAC	Current FSM	Ever 6	Vulnerable Group	Other Agencies
Yes / No									
Details	•	•	•	•	•	•	•	•	•
Child's attitude towards school	• A								
	EYFS Baseline	End EYFS	End KS1	Current Year	Target End KS2	Actual End KS2			
Attainment									
Progress									
Summary of key barriers to learning	• A								
Targeted Support <i>to ensure that learning and progress is at least in line with national expectations</i>	• A								