

Pupil Premium Policy

Rationale

Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years and may be extended to include those pupils who have ever had free meal entitlement. This is why it is important that families claim their entitlement.

Children, looked after, care leavers and children of parents serving in the forces are also entitled to premium monies.

The Government believes that the pupil premium is the best way to tackle disadvantage by ensuring that funding reaches the pupils who most need it. It is for schools to decide how the premium is spent, with annual accountability and forward planning.

Principles

The grant can be spent as each school thinks fit, as long as it is used to demonstrably improve the attainment of eligible pupils.

Schools do not need to spend an equal amount on each pupil, or use the money for interventions that benefit only eligible pupils.

The grant should not be used to fund free school meals, as schools already receive funding for this through the dedicated schools grant.

Schools must publish information on their websites about the amount of pupil premium funding they have received, how it will be used, how the previous year's allocation was spent, and the effect of this expenditure on the attainment of eligible pupils.

Senior Leaders will evaluate the school's progress data to establish if any attainment gaps exist between those eligible or not. They will establish the cause of any dips in progress as often other vulnerabilities exist

Spending the Pupil Premium successfully to maximise achievement links to priorities in the School Improvement Plan so the funding improves the learning environment and opportunities for all

Implementation

We should:

- Focus on supporting disadvantaged pupils to achieve the highest levels

- Thoroughly analyse which pupils are underachieving, particularly in English and mathematics, and why
- Ring-fence the funding so that we always spend it on meeting the needs of the target group of pupils
- Draw on research evidence and evidence from our own and others' experience to allocate the funding to the activities that are most likely to have an impact on improving achievement
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- Allocate the best teachers to teach intervention groups to improve mathematics and English, or employ new teachers who have a good track record in raising attainment in those subjects, or deploy student teachers to focus on specific interventions with individuals or small groups
- Subject Leaders use achievement data frequently to check whether interventions or techniques are needed, that they are working or make adjustments accordingly, rather than just use the data retrospectively to see if something had worked
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve
- Systematically focus on giving pupils clear, useful immediate feedback about their work, and ways to improve
- Ensure that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Ensure that pastoral and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- Have a clear policy on spending the Pupil Premium, agreed by governors
- Publish on the school website the benefits of families claiming their entitlement, previous expenditure and priorities for the future
- Provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning

- Have a clear and robust performance appraisal system and include discussions regarding the progress of pupils eligible for Pupil Premium
- Governors to be thoroughly involved in the decision making and evaluation process
- Monitor and evaluate, so we are able to demonstrate the impact of each aspect of our spending on the outcomes for pupils.
- Not restrict strategies and approaches just to eligible pupils but improve provision across the school to the benefit of all, if there is no obvious attainment gap, or dips in progress are associated with other vulnerabilities.

Such strategies may include:

- Provide additional speaking and listening /social communication opportunities through additional speech therapy or lunchtime groups focussed on this, or visits to the theatre or from drama groups
- Additional teacher or teaching assistant input
- Funding educational visits so pupils can access a broader curriculum

Monitoring

Senior Leaders including Governors will establish the school's annual priorities in the School Improvement Plan informed by evaluations. These will then inform the school's strategy for spending pupil premium.

As each targeted intervention is put in place, senior and middle leaders identify what the intended outcomes of the intervention are and track the improvements of those taking part. Progress is tracked against the stated aims of the programme and leaders also consider if involvement helps pupils develop in other ways.

Conclusion

It is our aspiration that as a result of our interventions and improvement work, most of the school in addition to those eligible for pupil premium, should benefit. Our experience has seen the progress of eligible children surpass the progress of pupils in a similar category of need who are not eligible.