

Mountfields Lodge Primary School



Pupil Premium Policy

Aim High, Reach for the Sky

Pupil Premium Policy for Mountfields Lodge Primary School

Introduction:

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.'

Sutton Trust, 2014

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after for 1 day or more, been adopted from care on, or after, 30th December 2005 or left care under a special guardianship order or a residence order, known as Pupil Premium Plus.

The Pupil Premium also provides funds for the children of service personnel, known as a Service Premium.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we use this additional resource to narrow the achievement gaps of our pupils.

New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Schools are required to publish,

'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'. (DfE)

In meeting this requirement we must observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium, will not be identified.

The DfE has given each school the freedom to use the Pupil Premium as it sees fit, based upon their knowledge of pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

Using the Pupil Premium Funding:

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning (QfT) as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identifying and intervening with their social and emotional development where necessary.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking published tests at the end of the year.

Principles:

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We seek to 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 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 in need of intervention and support;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Provision:

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged.

This provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- Additional teaching and learning opportunities provided by teachers, LSAs/TAs/HLTAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice
- Paying for activities that broaden the curriculum

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- A curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.
- On-going staff development and training to ensure that all staff in school are able to provide for each individual child.
- Individual mentoring and support programmes i.e. EAL Learning Mentor, Pupil Learning Mentor, Reading Breakfasts
- Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs.
- Financial support to ensure that pupils feel part of the school community i.e. funding school uniform
- Family learning opportunities to raise aspirations of families and children.

All our work funded by the Pupil Premium will be aimed at accelerating progress so that the vast majority of children leave Mountfields Lodge at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made 2 levels of progress from Key Stage 1 to Key Stage 2.

The majority of our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in English and Maths;

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

Roles and Responsibilities:

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head Teacher and Leadership Team

They will:

- Be responsible for implementing this policy.
- Ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils.
- Ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment.
- Keep abreast of 'good practice' and 'high impact' strategies for Pupil Premium allocation

The Age Group Leaders:

They will:

- Receive and analyse pupil progress data using the school's 'Intervention Summary Sheets' once per half term
- Revise pupil Provision Maps once per term
- Work with Age Group colleagues to structure a programme of support
- Be a source of advice and knowledge re. strategies to narrow the gap

The Head Teacher:

He will:

- Identify a Pupil Premium representative in the school who will be the named lead professional for Pupil Premium (DHT).

- Report to the Governing Body (Teaching and Learning Cttee) at regular intervals during the academic year.
- Submit a full review to the Full Governing Body each Autumn as part of the Standards Review
- Work with the DHT to analyse pupil progress data and meet with Class Teachers to discuss future support programmes and pupil need

The School Business Manager:

She will:

- Ensure that the Pupil Premium expenditure spread sheet is kept up-to-date
- Work with families to help them access FSM funding as appropriate
- Ensure that expenditure against the PP Cost Centre is monitored at least termly
- Periodically publicise 'Ever 6 Funding' in school Newsletters and publications

Teaching and Support Staff:

They will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver the school's curriculum and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

Governing Body:

It will:

- Have a named Governor who is responsible for ensuring the implementation of this policy.
- Take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.
- Ensure that there is an annual statement to parents (posted on the school website) on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in the school and the impact this has had

Monitoring and Review:

Work in relation to the Pupil Premium will be reviewed on a half-termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow the school to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

The Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child.

Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.