Mile Cross Primary School

Effective Use of Pupil Premium Policy

Approved by:		**Date:**	January 2020
Last reviewed on:			
Next review due by:	January 2022		

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Policy for Effective Pupil Premium Spending

Background

The Pupil Premium is allocated by local authorities, or the DfE, to schools and academies with pupils between Reception Year and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). The grant per eligible pupil is £1320 for the current financial year 2019-2020. Looked After Children receive £2300. 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.

'The Pupil Premium is designed to support schools to raise attainment of disadvantaged children. However, many of the most effective ways to do this – including the quality of teaching- will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need' – Education Endowment Foundation June 2019.

There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour (EEF – June 2020).

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

Principles

- The Deputy Head Teacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and Mathematics provision, welfare and inclusion support)
- Teaching and learning opportunities will meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school
- Appropriate provision will be 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
- At Mile Cross Primary School 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
- 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 Mathematics, but even further where they have the potential to achieve beyond ARE
- The Pupil Premium funding will also be used 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 SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
- The effectiveness of strategies used will be constantly monitored and provision will be reviewed in the light of tracking data and other evidence (e.g. Arbor, Pupil Progress Meetings)
- The progress of High-Ability Pupil Premium children (those that have previously achieved 'Greater Depth' in KS1 SATs) are a particular focus with their progress monitored closely in Pupil Progress Meetings and within year teams. The EEF noted 'Pupil Premium children are not a homogeneous group. Children eligible for PP are more likely to be low attaining than other children. However, tackling disadvantage is not only about supporting low attainers'. (EFF June 2019).
- The widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, will be involved 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**
Family Engagement	• Breakfast Club • Teatime Club

	• Parent Support Advisor (PSA) • Bereavement sessions • ELSA (Emotional Literacy Support Assistants) • Parent Cafes – PE, Story, Maths, Reading, EAL etc.
Attendance	• Breakfast Club • Training and staff support for attendance initiatives • Reward Incentives
Engagement in Learning and widening experiences	• Educational visits, including a residential trip (or pro rata contribution to the overall cost) • Purchase and upkeep of 4 minibuses • Visitors • Forest School – members of staff • Lifestyle initiatives (e.g. Swimming, First Aid Training – Yr6, etc) • Playtime/Lunchtime initiatives and equipment including outdoor gym • Development of outside provision – EYFS & Yr1 Outdoor Learning Environments • Staffing of after-school clubs • Transition support
Accelerated Progress	• Whole school initiatives to improve the quality of learning (e.g. Maths Mastery & Primary Writing Project) • Providing small group work with an experienced teacher/HLTA focused on overcoming gaps in learning • Update of ICT resources and broadband speed • Dyslexia teacher and Speech and Language Therapist to provide early identification of children requiring additional support • Additional staffing in specific targeted year groups • Additional group teaching and learning opportunities provided by trained HLTA's/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)
Pupils as enablers	• Monitor and mentor opportunities for pupils (e.g. Office monitors, Playground Buddies, House Captains, School Council, Digital Leaders etc.)

Reporting

It will be the responsibility of the Head Teacher to produce annual 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 'a 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 (e.g. Ofsted Reports).

Review January 2022