

School policy, guidelines and structures

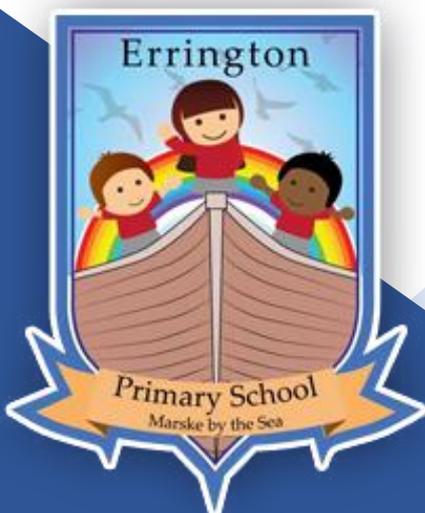
Policy document includes:

- Cover document – including key review dates and completion information
- Ten Things About
- Team responsibility
- Policy document

Errington Primary School

Pupil Premium Policy

Policy Completion	Policy Review	Ratified by governance
B. Jones/T. Edwards	SLT	
Responsible person:	Responsible person:	Responsible person:
B. Jones (Head Teacher)	T. Edwards (PP Lead)	S. Glover (Governor)



Pupil Premium statement of intent

At Errington Primary School we believe that each and every child has the right to succeed, regardless of background, disability or difference. The effective use of the Pupil Premium Grant encompasses all elements of our mission – that every child will receive an equitable offer.

We strongly believe that a robust offer of education represents the pathway for children out of disadvantage and to that end we utilise the Pupil Premium Grant (PPG) to ensure that we close the gaps, provide intervention to promote accelerated progress and attainment and ensure all children receive an education based on equity.

Aim

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to Errington Primary School has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using 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.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools 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'.

Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is also commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential

- supporting children and young people with parents in the regular armed forces

However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the annual reports that schools are required to publish online

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 ALL our pupils.

The governing board

The governing board led by the Chair of Governors has responsibility to ensure that arrangements are made for the efficient implementation of this policy by regularly monitoring and reviewing outcomes for all pupils including groups of pupils.

The Headteacher / Principal

The Headteacher / Principal is responsible for implementing this policy by:

- Overseeing the management and provision of support for pupils in receipt of PPG
- Ensure that staff are aware of their responsibilities in narrowing the gaps of all students
- Ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment
- Through performance management arrangements, make sure narrowing the gaps is a priority area of focus for the school
- Ensure that systems are in place for obtaining information about pupils and that this information is kept up to date, kept and shared according to the data protection policy
- Make sure all staff are aware of this policy and understand their role in its implementation
- Ensure that progress and attainment data analysis in narrowing the gap for disadvantaged pupils is reported to governors termly
- Ensure that an outline of the provision, intention to spend and 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 is reported annually to governors and readily available on the school's website

Designated Lead for PP

- Ensure that all provision for pupils is clearly recorded and outcomes measured in the Provision Mapping tool and report to the Principal
- Manage the provision of support for pupils in receipt of PPG
- Monitor the use of PPG on a termly basis to track the allocation of PPG to individual pupils and check that it is providing value for money
- Ensure that PP policy and is shared with all staff and best practice for closing the gap between groups of students is implemented
- 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 the students
- Report how the PPG is used to make a difference to Principal, Governors, parents and Ofsted
- Provide advice and training to staff on high quality teaching and learning as the way to narrow the gaps in attainment
- Ensure that PPG is used for all year groups

- Liaise with the SENDCO, EALCo and other curriculum leaders to ensure that appropriate interventions meet the needs of all students
- Ensure that decisions made about using the PPG consider the context of the school and subsequent challenges faced and promote mental health for all students
- Ensure that a range of interventions are used to meet the needs of every student and thus removing barriers to learning
- Liaise with Designated Lead for CLA in order to ensure that interventions for this particular group of students are highly individualised to their specific needs and agreed at their PEP meetings with all the stakeholders
- Ensure that Service children's needs are met by individualising support for this group of students

Staff

Teaching and support staff 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 curricula and lessons to a high standard that support the acceleration of progress in learning, so that gaps can be narrowed, and improvements maintained
- Support disadvantaged groups of pupils in their classes 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 a proven track record in narrowing the gaps in attainment and achievement

Parents

Parents will provide the school with sufficient and up-to-date information about theirs and their child's circumstances and be actively involved in their child's progress and attainment at school.