



Pupil Premium Policy

This policy was reviewed by: Karen Morgan

This policy was adopted by the Governing Body in September 2023

It will be reviewed September 2024

"For learning, smiling and remembering"

Background: The Pupil Premium was introduced in April 2011 and paid by means of a specific grant

The pupil premium grant (PPG) for publicly funded schools in England is for two policies;

- Raising the educational attainment of disadvantaged pupils of all abilities to help them reach their potential
- Providing regular support for children and young people with parents in the regular armed forces

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2023-to-2024/pupil-premium-2023-to-2024-conditions-of-grant-for-local-authorities>

Research has shown that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Government has identified different groups of pupils eligible for the Pupil Premium Grant. These include children who are eligible for FSM or have previously been eligible in the past 6 years (FSM Ever 6); pupils who are looked-after (LAC) defined in the Children Act 1989 as those who are in the care of, or provided with accommodation by, an English local authority; previously looked-after children (PLAC); pupils who were looked after by a local authority or other state care immediately before being adopted, or who left local authority or other state care on a special guardianship order or child arrangements order (previously known as a residence order) and children where one of their parents have served in the past 6 years or are currently serving in the armed forces.

The amount of money for each school is based on the number of pupils registered for FSM over a rolling 6 year period. The Pupil Premium rate per pupil for pupils in year groups reception to year 6 recorded as Ever FSM 6 is £1455 per eligible pupil. In addition to this, Looked After Children (LAC) and Post-Looked After Children (PLAC) are allocated £2,530 and children whose parents are currently serving in the armed forces qualify for a £335 premium. The grant is allocated for the educational benefit of the pupils registered at the school.

Context of the school: At Avondale Primary School we have higher than average levels of deprivation and the number of pupils known to be entitled to FSM is also higher than the national average. This represents a considerable proportion of the school budget. School must ensure that funding is allocated to maximum benefit and that a clear action plan is in place. (see current Pupil Premium Strategy for percentages)

Aims: Staff and governors are ambitious for all pupils regardless of their background. The school seeks to instil a lifelong love of learning in pupils and a belief that every child can succeed and achieve in their lives. The school acknowledges that there is a great challenge to ensure that those children from more deprived backgrounds achieve their potential. This policy outlines how such pupils will be supported including how the Pupil Premium funding is used to facilitate this.

The school is always striving to improve the quality of teaching and learning for all pupils. However, for pupils that the Government has identified nationally as vulnerable or underachieving, the school has used the Pupil Premium funding to extend and deliver a range of provisions, interventions and opportunities to enrich the curriculum as appropriate. The Pupil Premium funding is used to accelerate progress and enable children to reach their age-related expectation

and beyond. Whilst this includes an appropriately strong focus on academic work, the funds are also used to develop the 'whole child' and include activities designed to improve self-esteem, behaviour, aspirations and attitudes to learning. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged. The school also recognises that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school legitimately identifies as being socially disadvantaged. Pupil Premium funding will be allocated to prioritised classes, groups or individuals. Evidence-based research such as The Education Endowment Foundation will be used to ensure that interventions have the desired impact. Limited funding and resources may mean that not all vulnerable children will be in receipt of Pupil Premium interventions at one time.

Key procedures for spending Pupil Premium funding: When making decisions about spending the Pupil Premium it is important to consider and understand the potential challenges and barriers our more deprived pupils might face. Common barriers can be low levels of support at home, poor language and communication skills, low self-confidence, behavioural or emotional difficulties, and attendance and punctuality issues. This list is by no means exhaustive and each child should be considered individually. The challenges are varied and there is no 'one size fits all' approach. Information regarding deprived pupils is gathered from a range of sources and this identifies need and informs how spending may be used appropriately to improve performance and 'close the gap' with children from more affluent backgrounds. The schools tracking system is used to identify when the performance of deprived pupils is becoming a concern. This highlights when a pupil is attaining below expectations and/or when their progress is too slow. The achievement of pupils receiving Pupil Premium is the key focus for the subsequent Pupil Progress meetings where decisions about appropriate support will be made.

To support this process we will ensure that:

- All staff are aware of who Pupil Premium and vulnerable children are.
- All staff are involved in the analysis of data and identification of pupils.
- Aspirational targets are set for all Pupil Premium children.
- All Pupil Premium children benefit from the funding, not just those who are underperforming.
- Children's individual needs are considered beyond purely academic performance eg. self-confidence, behaviour for learning.
- The Pupil Premium is clearly identifiable within the budget. The School Bursar is closely involved in tracking the allocation and can, therefore, always account clearly for spending.

Useful information which may also inform spending can be provided by:

- Parents and Carers.
- The children themselves.
- Special Needs Co-ordinator.
- External agencies (eg. social care) who may be working with the family.
- Staff who work with the child at school.
- Wellbeing practitioners
- Education Welfare Officers.

- School Nurse.

How the school will ensure effective use of the Pupil Premium

Quality First Teaching:

We continue to ensure that all children across the school receive high quality teaching by using outstanding practitioners to:

- Set high expectations, raise aspirations and develop a climate where children love the challenge of learning and are resilient to failure.
- Ensure consistent application of policies eg. writing, marking.
- Share good practice and support professional development.
- Improve assessment by joint levelling and moderation.
- 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.
- Systematically focus on giving children clear, useful feedback about their work, and ways that they can improve.
- Concentrating on the core areas of English and Maths to break down the main barriers to accessing the full curriculum. Children have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later.
- Providing earlier intervention

Increasing Learning Time: We maximise the time that children have to 'catch up' through:

- Improving attendance and punctuality
- Extending learning beyond school hours - Breakfast / before school clubs, lunchtime clubs, after school clubs / tuition

Provision: We regularly seek to further develop strategies and interventions which can improve the progress and attainment of all Pupil Premium children. Examples of the range of provision we put in place include:

- Providing personalised, small group support in reading and writing with an experienced member of staff to focus on overcoming barriers to learning.
- Focused 'Narrowing the Gap' support - including Phonics, Pre-teaching Vocabulary, inference, Maths and English booster
- Providing family support for those PP children and their families who are disengaging with school
- Raising aspirations amongst pupils so that their behaviour is appropriate for learning
- Identifying children with behavioural needs and appropriate provision and support sourced
- Funding school day trips
- The cost of board and lodgings on residential trips (Since April 2003 the eligibility criteria has been aligned with FSM. The HT must inform all parents of the right to claim free board and lodging if in receipt of these benefits.)

Monitoring and Evaluation

Monitoring and evaluation is everyone's responsibility. All children receiving Pupil Premium are tracked on a termly basis and they are a key focus of Pupil progress meetings. Appropriate actions are discussed with the class teacher and senior leader. Impact of previous actions, attainment and progress results are then shared with governors. Governors monitor closely the impact of different interventions and their value for money. Governors also monitor closely the attainment and progress of every PP child to ensure the gap with all pupils is closed.

The Pupil Premium leader reports termly to the governing body how effective an intervention has been in achieving its aims. Parents are informed by an annual report on the website. Parents of pupils in receipt of the PP grant additionally have itemised on their report specific actions relating to their child.

The Pupil Premium leader along with the SLT ensures that the additional support provided is effective by:

- Tracking progress individually and planning support through pupil progress meetings.
- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Provision of high quality interventions that have impact.
- Matching the skills of the support staff to the interventions they deliver.
- Tailoring interventions to the needs of the child.
- Building on children's strengths and interests to develop self-confidence.

We also ensure that:

- A wide range of data is used - achievement data, pupils' work, observations
- Assessment data is collected at least termly so that the impact of strategies and interventions put into place through funding can be monitored regularly to show progress.
- Assessments are moderated to ensure they are accurate
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of support and to inform future planning
- A designated member of SLT maintains an overview of pupil premium spending (Karen Morgan)
- A Governor is given responsibility for Pupil Premium (Iain Schofield)

Reporting Outcomes: It will be the responsibility of the Pupil Premium lead to produce a report for the Governing body that will include;

- The progress made towards closing the gap, by year group, for disadvantaged pupils with the all pupils and also the gap with all pupils in school.
- An outline of the provision made during the term since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by pupils receiving a particular provision when compared with other forms of support.

The Governing Body will consider the information provided and ask searching, pertinent questions in order to ensure the impact of the grant has maximum benefit. The governing body will also ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. The report will include;

- Information about the context of the school
- The objectives for the school year
- The nature of support and allocation - learning in the curriculum/social, emotional and behavioural issues/enrichment beyond the curriculum/families and community
- An overview of spending - Total PPG received, Total PPG spent, total PPG remaining
- A summary of how the PPG made a difference to the attainment and the impact of PPG - Performance of disadvantaged pupils (compared to national other pupils), other evidence of impact e.g. Ofsted/ external reviews, implications for Pupil Premium spending for the following year.