



Myton Park Primary School

Pupil Premium Policy

<i>Created/Revised:</i>	<i>May 2016</i>
<i>Review Date</i>	<i>Spring Term 2017</i>
<i>Approved by the Governing Body</i>	<i>Resources Meeting 10 May 2016</i>

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

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

- Ensure that Pupil Premium funding allocated to our school is used solely 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 the 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 resources 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 Pupil Premium, by the school and governing body.
- We have chosen to adopt The Sutton Trust-Education Endowment Foundation, Teaching and Learning Toolkit to 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 as the preferred way to narrow the gaps in attainment in the first instance. We will also 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 standard tests at the end of the year.

DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the "protected characteristics" of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2013, which places strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will however, ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus and school web-site.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies.

ROLES AND RESPONSIBILITIES

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

The Head and Senior Leadership Team

The Head and Inclusion Lead are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress an attainment, Through performance management arrangements, they will make sure the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap for disadvantaged pupils and an outline of the provision that has been made since the last annual report.
- 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.

Each term Cohort Action Plans, Pupil Progress Meetings and Data analysis will inform the needs of our Pupil Premium Pupils and strategies will be put in place to support this.

Team Leaders, with support from the Head have day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. They have expert and informed knowledge of evidence based research of "what works" and "how" this works in narrowing the gaps. They know how to customise this research to fit the needs of our pupils and school context.

Class teachers will ensure they speak with parents.

We recognise the need to ensure that the pupil premium is used to address priorities which may include access to all aspects of school life and aspects of need that may include poverty proofing within the school environment for children. The impact of this upon self-esteem must not be negated.

The Head, Priority Governor, School Administrator and Bursar will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

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 background to thrive
- Plan and deliver 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 closing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The Governing Body, with particular advice from the Inclusion and Safeguarding Governor are responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will 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.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

KEY CONTACTS

Mrs Lee - Head Teacher
Michelle Ward - Inclusion Governor
Lionel Danby - Safeguarding Governor

MONITORING AND REVIEWING THE POLICY

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

Our Pupil Premium Policy will be reviewed on a bi-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.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in the DIY Evaluation Guide provided by the Education Endowment Foundation 2.

Our annual review will involve staff, pupils, governors, parents and carers.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:-

- On our website (with paper copies available on request from the school office)
- In our school entrance

We will also use other methods and occasions such as parents' evenings, as appropriate to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this policy can be made through the governor's complaints procedure.

USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT

In the following pages we have outlined how we will/have use(d) the Pupil Premium in our school and the impact this has had on outcomes for our eligible pupils.

Head Teacher - Mrs Elisabeth Lee

Chair of Governing Body - Mr Lionel Danby

Date of Policy - May 2016

Review Date - Spring Term 2017

This policy has been created with the support of Equitable Education
www.equitableeducation.co.uk

Pupil premium grant expenditure 2015/2016

Overview of the school

<i>Number of pupils and pupil premium grant (PPG) received</i>	
<i>Total number of pupils on roll</i>	211
<i>Total number of pupils eligible for PPG</i>	16
<i>Amount of PPG received per pupil</i>	£1,300 - £1,900
<i>Total amount of PPG received</i>	£27,000

<i>Previous performance of pupils eligible for PPG in Key Stage 1</i>				
	<i>PPG Pupils 2013</i>	<i>Non PPG Pupils 2013</i>	<i>PPG Pupils 2014</i>	<i>Non PPG Pupils 2014</i>
<i>% of pupils making expected progress in Reading</i>	100%	100%	100%	100%
<i>% of pupils making expected progress in Writing</i>	100%	100%	100%	97%
<i>% of pupils making expected progress in Numeracy</i>	100%	100%	100%	100%
<i>APS for all subjects</i>			14.3	17.7

<i>Previous performance of pupils eligible for PPG in Key Stage 2</i>				
	<i>PPG Pupils 2013</i>	<i>Non PPG Pupils 2013</i>	<i>PPG Pupils 2014</i>	<i>Non PPG Pupils 2014</i>
<i>% of pupils making expected progress in Reading</i>	100%	100%	100%	100%
<i>% of pupils making expected progress in Writing</i>	100%	87%	100%	90%
<i>% of pupils making expected progress in Numeracy</i>	100%	100%	100%	100%
<i>APS for core Subjects</i>	29.3	31.5	30.8	31.1

Children in Myton Park Primary School who are eligible for PPG monies, on average achieve in line with the National Average. The majority of children have made at least expected progress, and in some cases make better progress. Their attainment is generally in line with nationally expected, and in some cases higher. Their attendance at school is good.

Summary of PPG spending 2015 2016

Objectives in spending PPG:

Raising Attainment and achievement of students to at least expected progress through

- ☛ More effective and focused communication between home and school for PPG pupils
- ☛ Staffing costs to ensure that quality first teaching and interventions can be well planned and deliver effective impact
- ☛ Teaching Thinking
- ☛ Improvement in staff knowledge to ensure significant impact of funding
- ☛ Improved reading resources - Dandelion Readers and Dandelion Launchers
- ☛ Ensure equality of access, with significant development of parent voice on how this is achieved with bespoke packages for children and families through the structured conversation - This ensures individual needs are met with consideration to the whole child
- ☛ Provision to ensure their full entitlement to school life is met

Summary of spending, actions taken and outcomes:

Staff Costs

- ☛ Additional TA time to ensure the delivery of specific interventions for PPG pupils - £12,000

Raising Standards costs

- ☛ Additional reading resources to support learning Reading Materials - £2,000
- ☛ Development of projects to meet the social and emotional needs of children in school. £5,000

Extra-Curricular Provision

- ☛ Alliance Counselling TAMHS services £ 3,500
Purchase of 1:1 counselling provision for children who have emotional problems that may be impacting on their attendance or well-being. This has seen a significant upturn in attitudes to school
- ☛ Extra-Curricular activities including Residential trips. £ 1,000
- ☛ Equality of Access Arrangements £2,500. This ensures that PPG pupils are not excluded from any additional activities and have the opportunity to meet their potential. This has led to a more personalised approach to provision with increased parent and child voice.
- ☛ Personalised budgets to allow individual and specific needs to be met. £ 1,000