

Myton Park Primary School



Myton Park
Primary School

Policy for Pupil Premium Grant

Status	Date
Date issued	October 2021
Prepared by	Mrs J Williams
Review date	October 2022
Date adopted by Governing Body	02 December 21

Together we Nurture, Inspire and Achieve

Myton Park Primary School

Pupil Premium Policy

Intent

At Myton Park we aim for high standards, whilst producing valuable and memorable opportunities for all children to learn, grow and develop skills, knowledge and understanding relevant to their needs, now and in future lives. It provides a willingness to question and explore, widen their horizons, develop their aspirations and instil self-belief. We recognise the elements of: academic success, problem-solving, health and well-being, safety and citizenship within school and the local and global communities.

As with every child in our care, a child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to their full potential.

Overview

The Pupil Premium was introduced in April 2011, and 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 continuously for more than six months, those in adoptive care and the children of service personnel.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our 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.'

Pupil Premium Grant per Pupil for 2019 - 2020	
Disadvantaged Pupils	Pupil Premium per Pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Looked after children defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Pupils in year groups reception to year 6 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£345
For additional information see Pupil premium: conditions of grant 2019 to 2020 (https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020)	

Objectives

- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the standard of achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- As far as its powers allow the school will use the additional funding to address any underlying equalities between children eligible for Pupil Premium and others.
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Strategies

- Pupil Premium will be clearly identifiable within the budget.
- The Head Teacher, in consultation with governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils.
- The school will assess what additional provision should be made for individual pupils, across the ability spectrum, mindful of the fact FSM does not equate to low ability.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Head Teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- From September 2012, information will be published on our website about how we have used the 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'.
- We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Premium. We will be transparent in our reporting of how we have used the Pupil Premium, so that parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- We will seek to further develop strategies and interventions, which can improve the progress and attainment of these pupils.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor, evaluate and review the success of the impact of the Pupil Premium Funding.

Development of the Policy

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 Equality 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 is 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.

In line with EEF research we have adopted a tiered approach to Pupil Premium spending, focusing on teaching, targeted academic support and wider strategies.

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 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.

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 on-going evaluations of the strategies we are using.

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 in the school office)
- in the staff handbook and as part of induction for new staff

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 improvement plan, self-evaluation form, the school prospectus, school website and newsletters.

There will also be references to disadvantaged pupils in other school policies, as well as minutes of meetings involving governors. References to disadvantaged pupils are part of regular agenda items in CPD, staff meetings and SLT meetings.

Outcomes

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

The impact of the funding and the extent to which we have achieved our objectives will be reported separately to both governors and parents.

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 and Senior Leadership Team

The Head, Deputy Head and member(s) of the Senior Leadership Team 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 pupils' progress and attainment. Through teacher appraisal arrangements, including Pupil Progress Meetings they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information during their reporting to Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils;
- 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.

The Head Teacher has day to day responsibility for coordinating 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. This is evidenced in the Pupil Premium Strategy, available on the school's website.

The Resource Committee 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 backgrounds to thrive;

- plan and deliver a curriculum and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained. Reference the Curriculum Policy;
- 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. Reference the Teaching and Learning Policy.

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.

A link governor has been identified to hold the school to account in relation to Pupil Premium spending and the impact of this. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will consider 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

Janis Williams, Head Teacher (Pupil Premium Lead)

Sarah Harrison and Stephen Harvey, Teaching and Learning Leads with focus on narrowing the gap.

Jacqueline Sherwood, Pupil Premium Governor.



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| Article 12 | Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. |
| Article 13 | Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law. |
| Article 17 | Every child has the right to reliable information from a variety of sources. |
| Article 28 | Every child has the right to an education. |
| Article 29 | Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. |
| Article 31 | Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. |