



BLETCHINGLEY VILLAGE PRIMARY SCHOOL

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Policy for Effective Pupil Premium Spending

Background

The Pupil Premium is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Foundation Stage and Year 11, on roll in January of each year, who are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). Each of these pupils attracted £1300 in the financial year 2014-15. The grant per eligible primary-aged pupil is £1320 for the financial year 201-16.

Pupil Premium is also paid for pupils who are currently looked after (CLAs) or have spent at least one night in public care, including children adopted from care (PLAA). These children are entitled to £1900 in the financial year 2016-17. Schools are now accountable to the LA Virtual School Headteacher for the ways in which funding is spent, and different authorities manage their responsibilities in different ways e.g. it may be held back until the VSH is satisfied with plans in respect of each pupil, or a proportion may be paid up front.

Pupil Premium is also paid for the children of servicemen and women, and for Nursery pupils, whose parents or carers qualify, although the rate is lower.

Schools have the freedom to spend the Premium, which is additional to their delegated budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-disadvantaged peers within the school and nationally, whatever their academic starting point and potential. (NB eligible children are referred to as 'disadvantaged' by Ofsted in reports, and on RAISE online, but we prefer to use the term eligible pupil, because of the more positive connotations). We also seek wherever possible to ensure that Pupil Premium funding has a wider impact on all children's achievement.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision, which is displayed in a vision statement on our website.

Principles

- The Inclusion Leader will be responsible for Pupil Premium provision, with specific shared responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and maths provision, welfare and inclusion support)
- A link governor will work with the Inclusion Leader, and other staff where appropriate, to ensure that the governing body is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of eligible pupils are adequately assessed and addressed
- We recognise that not all pupils who are 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, and also therefore the additional funding

- For KS1 pupils, who are all entitled to receive Free School Meals, we will make every effort to identify sensitively those who are eligible for Pupil Premium funding, and encourage them to apply to the LA for 'FSM' 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 Maths, but even further where they have the potential to achieve beyond ARE
- We will also use Pupil Premium 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 SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will continuously monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. in-school tracker, Pupil Progress Meetings, Provision Management Tool, Pupil Premium Plan)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes. For example, class teachers will discuss the funding and possible ways of using for their child during parent consultation meetings; and the members of the SLT will meet annually with parents/carers of CLA and children with PLAA to agree the most effective use of their funding.

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
1 Family Engagement	<ul style="list-style-type: none"> • Breakfast Club • Pupil Premium Teacher
2 Attendance	<ul style="list-style-type: none"> • Breakfast Club • Pupil Premium Teacher • LA EWO (LA top-slice) • 'Always' children rewards
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Educational visits, including residential trips (or pro rata contribution to the overall cost) • Visitors to school (e.g. theatre companies) • Development of outside provision (eg Forest School training) • Staffing of homework club • ELSAs and Learning Mentors (2 of each)

	<ul style="list-style-type: none"> • One-to-one therapies (e.g. via TEP)
4 Accelerated Progress	<ul style="list-style-type: none"> • Providing small group work with a well-qualified and trained teacher / teaching assistant, focused on overcoming gaps in learning • 1-1 tuition from a qualified teacher / teaching assistant • Additional staffing in specific targeted year groups • Additional group teaching and learning opportunities provided by trained TAs or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use (eg Stareway to Spelling, Toe by Toe, Talk for Writing, Athletics) • Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, evidence collection, the New Curriculum, SEND including attachment)
5 Pupils as enablers	<ul style="list-style-type: none"> • Monitor and mentor opportunities for pupils (eg Playground Buddies) • Peer Mentoring system (e.g. Y5 Toe by Toe buddies)

Reporting

It will be the responsibility of the Inclusion Leader and the head teacher to produce termly Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards closing the gap for eligible 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 review is produced and published on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference' for eligible pupils, and what the impact has been. This will be published on the school website with hard copies available for any parent/carers who request it.

Appeal

Any appeals against this policy will be through the school's complaints procedure.

Review

This policy will be reviewed annually and updated/amended as appropriate in the light of any statutory or advisory changes including Ofsted or LA reports, or significant changes to school practice.