



Summerfield Primary School Policy for Effective Pupil Premium Spending 2014-2015

Rationale

At Summerfield Primary School, we believe that all our children have an equal entitlement, and should have an equal opportunity to develop imagination and creativity, acquire skills and abilities and have a love of learning.

Aims

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Background

The Pupil Premium is allocated by local authorities, or the DfE, to schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that 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 £623 in the financial year 2012-13. The grant per eligible pupil was £900 for the financial year 2013-14, this has risen to £1200 for the year 2014-15. Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential.

The targeted and strategic use of pupil premium will support us in achieving our overall vision.

Principles

- The C.L.M.T will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (eg pupil progress, English and maths provision, welfare and inclusion support)
- 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
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially 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, but also therefore the additional 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
- All 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 also in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or additional opportunities.
- The Pupil Premium funding will be allocated to a series of interventions grouped in 5 progressive waves, 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 eg attendance support, family liaison, development of social skills (see Wave detail below)
- Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence, e.g. Learning Walks, Pupil Progress Meetings, Learner Achievement Case Studies and Individual Pupil Premium Report (termly).
- 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

Provision

The C.L.M.T and the Governing Body will consider evidence from a variety of sources, including 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 individual pupil:

Wave	Examples
1 Family Engagement	<ul style="list-style-type: none">• Breakfast Club• Meeting with Learning Mentor
2 Attendance	<ul style="list-style-type: none">• Breakfast Club• Training and staff support for attendance initiatives (eg EWO support)• Classopoly• Attendance Tokens
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)• Welfare support from eg Mentors• Purposeful practice and positive play development (eg Playground Buddies at playtimes)• Nature/Nurture Group• Lunchtime Club• After School Clubs
4 Accelerated Progress	<ul style="list-style-type: none">• Providing small group work with an experienced teacher focused on overcoming gaps in learning• 1-1 support from a specialist teacher or teaching assistant• Additional group teaching and learning opportunities provided by trained TAs or external agencies• Additional curriculum resources (fully or partly funded through Pupil Premium)• Staff CPD for high-impact interventions (eg feedback, questioning, conferencing, metacognitive activities)
5 Pupils as enablers	<ul style="list-style-type: none">• Monitor and mentor opportunities for pupils (eg office monitors, Playground Buddies)• Peer Mediators• School Council

Reporting

It will be the responsibility of the Headteacher to produce termly Pupil Premium reports for the Governing Body, including the following:

- An account of the progress made towards narrowing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of the provision that was 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 welfare / academic measures depending on the Wave) ;

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

Appeal

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

Review

This policy will be reviewed annually in the light of any statutory or advisory changes (eg Ofsted Reports)

Date: 6th October 2014

Adapted by FK from an original policy by

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