

Pupil Premium 2016-17



DEPLOYMENT OF PUPIL PREMIUM FUNDING POLICY

Rationale

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months by the Local Authority, and children of service personnel.

The Pupil Premium Grant per pupil for 2015 to 2016 is as follows:

| Disadvantaged pupils | PP per pupil |
|--|--------------|
| Pupils in year groups reception to year 6 recorded as Ever 6 FSM | £1,320 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £1,900 |
| 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 | £1,900 |
| Service children | |
| Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence | £300 |

Accountability

The Government believes that Head Teachers and school leaders should have the freedom to spend the Pupil Premium in a way in which best supports the raising of attainment for the most vulnerable pupil. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium
- the new reports for parents that schools now have to publish online

Principles:

South Hylton Primary School is committed to delivering a programme of support that enables attainment gaps to be easily identified, reviewed and narrowed. We will do this by the following means:-

- Ensuring teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring the needs of socially disadvantaged pupils are adequately addressed.

In making provision for socially disadvantaged children, we recognise that not all pupils in receipt of free school meals will be socially disadvantaged. We will also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

In order not to disadvantage any pupil or draw attention to the minority of pupils to whom this applies, we reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identifies as being socially disadvantaged. Pupil Premium will be allocated following an analysis of need, identifying priority classes, a group or individual children. The funding will be used to target interventions across the course of the school year.

Provision:

- We shall identify, on entry to school, those children who meet the FSM criteria and thus the Pupil Premium;
- We will ensure this information is passed to class teachers and subject leaders, to enable attainment progress to be monitored and accelerated where appropriate;
- We shall thoroughly analyse which pupils are underachieving in the core subjects of English and Maths, and why;
- We will allocate staff to intervention groups with the expertise to improve standards in Maths and English, particularly those staff who have a successful track record in raising attainment;
- We will consider impacts such as reducing class sizes to accelerate learning, providing small group work sessions with an experienced teacher or Teaching Assistant focussed on overcoming gaps in learning, or 1:1 support.
- We shall fund children to participate in enrichment topics such as music lessons and educational visits.

All our work through Pupil Premium will be aimed at accelerating progress, moving pupils to at least age related expectation. This will be predominantly in English and Maths.

Children who attract funding through other sources will have their own provision maps, and will not necessarily be supported by Pupil Premium funding (for example high needs SEN funding).

Tracking Progress:

Achievement data will be robustly analysed using the schools assessment system to check whether intervention programmes are working; where progress 'flat-lines' alternative techniques and interventions will be considered and implemented, rather than just using the data retrospectively to see if something has worked.

We will use the tracking data intelligently to analyse underachievement of individual pupils, whilst linking this to any patterns of underachievement in the school as a whole. We will review the correlation between giving children clear, useful feedback about their work, and how they can improve it, to raising attainment levels. We will identify methods of teaching children ways to motivate themselves, and how to plan, monitor and evaluate their own learning.

We will also consider other barriers to pupil learning, including:

- the robust analysis of attendance data
- behaviour
- family circumstances
- access to learning resources outside the classroom
- the link between low attainment and SEN where the cohorts overlap

Pupil Premium funding can then be targeted to specific support strategies including:

- intervention programmes such as reading recovery, 1stclass@number, 1stclass@arithmetic, Numicon, and quality first teaching.
- regular class based assessment
- small group learning and one-to-one support
- implementation of pastoral intervention through nurture groups and 1:1 counselling sessions where difficulties in emotional and social integration, low confidence and peer detachment are impacting on children achieving their true potential.
- Regular review of the *impact* of classroom support, to ensure Classroom Assistants are placed where most needed to help children progress, rather than spreading them evenly among classes.
- Training and research time for subject leaders, to ensure new techniques in classroom practice and good quality resources can be harnessed to raise attainment.
- Training and support to the Governing Body, to ensure all stakeholders have a clear vision of how Pupil Premium funding is to be allocated, the success criteria and longer term impacts; this will include regular discussion and challenge as part of termly meetings and feedback from the Head Teacher as to how attainment is being tracked and raised.

For further information on the Pupil Premium, please visit the pages below:-

Pupil Premium – what you need to know –

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

Pupil Premium and accountability –

<http://www.education.gov.uk/schools/pupilsupport/premium/ppfaqs/a0076069/pupil-premium-andaccountability-faqs>

Reviewed March 2016