



***Leadgate Primary School***

**Pupil Premium Policy**

Agreed: April 2017  
Ratified by Governors : June 2017  
To be reviewed : June 2018

### **Pupil Premium**

Leadgate Primary School receives Pupil Premium funding as an additional sum of money that is allocated to all schools to support the learning of vulnerable groups of children to reach their full potential. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. It is aimed specifically at supporting children currently eligible for Free School Meals (FSM) or who have been entitled over the last 6 years and children looked after by the local authority (LAC). As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

### **Aims**

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

### **Principles**

At Leadgate Primary School we have set principles, which guide the allocation and desired outcomes of Pupil Premium funding. These are:

- To ensure that teaching and learning opportunities meet the individual needs of all pupils through the thorough analysis of pupil achievement.
- To 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.
- Targeted provision to improve attendance, behaviour and to extend our pupils' experience and their knowledge of the wider world.
- Focused pastoral work with pupils and parents to minimise barriers and support learning;
- To ensure appropriate provision is made for pupils who belong to vulnerable groups, including ensuring the needs of socially disadvantaged pupils are adequately assessed and where possible addressed.
- To include provision for socially disadvantaged pupils recognising that not all pupils who receive free school meals will be socially disadvantaged.

- Allocation of Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable to academic failure. This takes into account our recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals. (A proportion of any group, supported through Pupil Premium funding, will be made up of FSM children).
- Pupil premium funding to be allocated following a thorough needs analysis process to identify priority classes, groups or individuals.
- Skilled teachers and support staff to teach intervention groups to raise attainment in Maths, English and Communication supporting quality first teaching.
- Recognition that limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any given time, however, provision will be made to support all our pupils to achieve the highest possible results so closing any gap with national standards.

### **Roles and Responsibilities**

Under the strategic leadership of the Headteacher, Mr M Watson the operational management of the school's policy for pupil premium is led by the Deputy Headteacher, Miss L Weaver. Pupils are identified promptly and appropriate support put in place quickly. There are designated roles which include specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

### **Headteacher**

- It is the responsibility of the Headteacher, or a delegated member of staff with responsibility for Pupil Premium, to produce regular reports for the Governing Body Curriculum, Standards and Welfare sub-committee (or equivalent) on:
  - The progress made towards narrowing the gap for socially disadvantaged pupils;
  - An outline of the provision implemented since the last meeting;
  - An evaluation of outcomes including cost effectiveness in terms of the progress made by the pupils receiving a particular provision in comparison with other forms of support.
- The Headteacher will take overall lead responsibility for ensuring staff, governors, pupils and families remain informed and up-to-date with all developments relating to pupil premium.
- To ensure the quality first teaching takes place in all classrooms through a rigorous appraisal system in which all staff should show a good understanding of how to target the pupil premium pupils.
- Ensuring appropriate allocation and use of funding for pupils and training for staff.
- 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.

### **Deputy Headteacher/Designated member of Staff**

- The delegated person will ensure an annual statement is made available to parents via the school website on;
  - how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils;
  - on 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'.
- Provide appropriate support and guidance for staff when planning pupil premium targets and support.
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.
- Work with the admin. assistant to monitor pupil attendance.
- Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium
- Manage and monitor funding for pupils, training for staff and governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors.
- Provide termly pupil premium progress reports for Headteacher and Governors
- Ensure all class and subject teachers know which pupils are eligible for pupil premium and take responsibility for accelerating their progress.

### **Class Teachers**

- Identify pupils on tracking systems and in pupil progress meetings.
- Arrange meetings with parents and pupil re. needs analysis where appropriate.
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium.
- Teachers to be know which pupils are eligible for pupil premium and take responsibility for

accelerating their progress.

- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support.
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage.
- Liaise with external partners and agencies, where appropriate.
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum 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 curricula 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 which have proven track record in narrowing the gaps in attainment and achievement.

### **Governors**

The designated link governor for pupil premium will act on behalf of the governors and review the progress and impact of pupil premium funding. This will involve meetings with the Deputy Headteacher to evaluate plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success. Governors will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings, the termly analysis of attainment and progress data from each year group in terms of the whole cohort and those identified as in receipt of FSM In line with national and Ofsted requirements, our Governing Body are required to monitor and evaluate Pupil Premium funding spend. They are also responsible for the Pupil Premium funding action planning as a key part of school improvement and development.

### **Provision**

The range of provision that may be considered to raise attainment;

- the provision of small group work with an experienced teacher focused on addressing gaps in learning in the core subjects;
- targeting English and maths in pupils who do not make expected progress

- targeting pupils who require additional help to reach personal goals both academic and behaviourally;
- additional teaching and learning opportunities provided through trained TAs or external agencies;
- support for the funding of enrichment activities, educational visits and extra-curricular activities to broaden pupil experiences;
- residential visits to develop confidence and building social skills;
- staff members and other staff (including external agencies) to help families to support their children to achieve at school;
- specialist teaching including, additional modern foreign languages and sports coaches;
- opportunities to develop a love of reading through additional focused library-based sessions for pupils and parents;
- support with the funding of classroom technology e.g. digital media and software;
- developing the use of pedagogical approaches that have most impact;
- continued professional development for staff in specific interventions and training to accelerate pupil progress;

This policy will be reviewed annually. Date agreed:

(signed) \_\_\_\_\_ Headteacher

(signed) \_\_\_\_\_ Chair of Governors