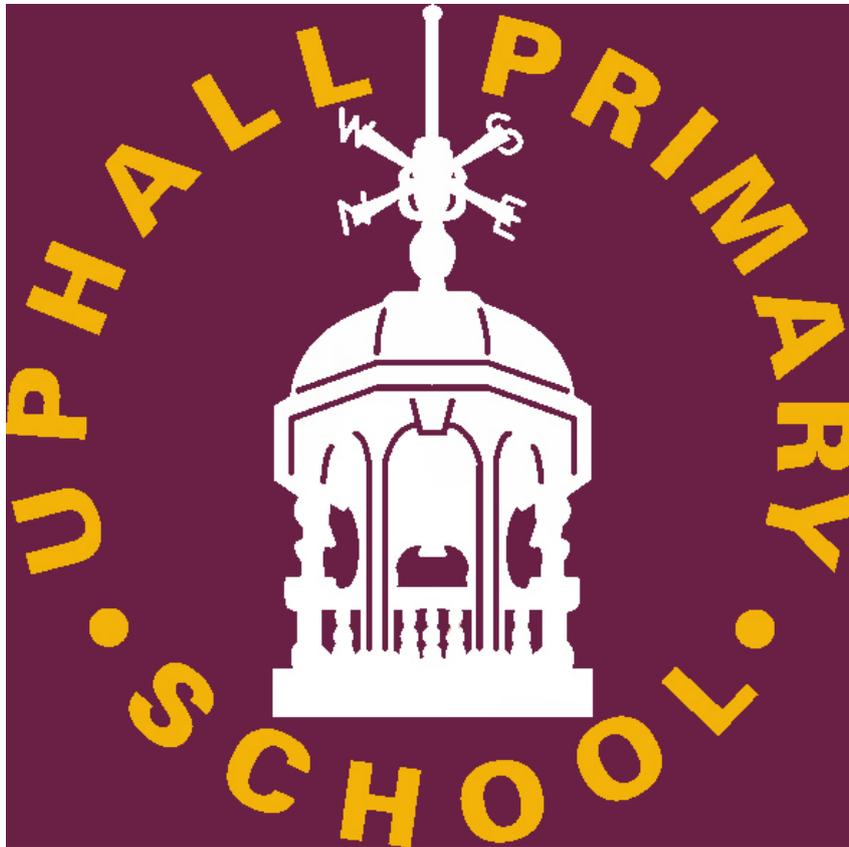


Uphall Primary School
PUPIL PREMIUM POLICY



Reviewed/Adopted	July 2019
Next Review Date	July 2020
Review Frequency	Annually
Reviewed By	Governing Body

Chair of Governors/Governing Body

NAME: Jenni Braysher

SIGNATURE: _____

DATE: _____



PUPIL PREMIUM POLICY

AIMS

At Uphall Primary school we aim to provide children with a happy, secure and stimulating learning experience. We believe that all children have the right to be respected and have the responsibility to learn how to respect others. Our school strives to reach the highest possible standard in everything that we do and in so doing this, support children to become confident, independent learners with a thirst to continually learn and to do better.

BACKGROUND

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for (FSM) at any point over the past six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the 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 and the children of service personnel. The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623, and a further increase in subsequent years of £900 per eligible pupil.

The current rate is now worth £1,320 per eligible pupil and the rate for Look After Children (LAC), the children in care of the Local Authority, is £1,900.

Children of service personnel receive a lower amount of £300.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers. 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. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

BARRIERS TO LEARNING FOR PPG CHILDREN

Common barriers for FMS (PPG) children are shown below:-

Summary of main barriers to educational achievement faced by PPG pupils:

- The home environment is not as conducive to learning and the acquisition of new vocabulary and concepts as non-PPG families due to parents working, large families, poor housing and living conditions.
- Mental health risk factors associated with poverty.
- Poor prior achievement at school.
- Stresses and pressures on the establishment of effective home routines e.g. sleep routines, breakfast etc
- Limited vocabulary and experiences.
- Mid-phase transitions
- Complex communities with a range aspirations e.g. GRT, 1st generation immigrants.
- Diminished life experiences when compared to non-PPG pupils.
- Complex prior experiences which means pupils present with a range of needs.

STRATEGIES

The main aims of the PPG strategy for Uphall is to ameliorate the barriers to learning through:

- a) Quality first teaching including clear approaches to the development of vocabulary and spoken language (see vocabulary and spoken language strategies).
- b) Provision of a breakfast club that is free for all eligible PPG pupils.
- c) Provision of homework clubs both before and after school.
- d) The provision of a wide range of before and after school enrichment clubs aimed at identifying, nurturing and developing interests and providing a wide range of cultural and educational experiences.
- e) Counselling to support those experiencing mental health difficulties.
- f) Ensuring there are effective academic interventions to accelerate progress where there are risks that a pupil may underachieve.
- g) Ensuring there is effective personalised provision, including mentoring approaches, for those most at risk of under achievement.

Our priorities at Uphall are:

- Provide experiences in order to broaden horizons for pupils eligible for FSM
- Employment of a qualified school councillor and other therapist to facilitate emotional development through counselling sessions.
- Additional teaching and learning opportunities provided through trained LTAs or external agencies.
- Provide opportunities for FSM pupils to take part in a range of extra-curricular sporting activities.

- Pupil Premium resources may be used to ensure that pupils participate in residential visits aimed at raising standards of achievement and additional provision at the end of the school day.
- All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations.
- We will monitor the progress of those children we have targeted and report on the impact that this has had on their progress in line with statutory requirements.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

Analyse data

- **Teaching and Education Support Staff** are involved in the analysis of data so that they are fully aware of the strengths and weaknesses across the school.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.

Identify the PP pupils & Individualising support

- **Teaching and Education Support Staff** are aware of who Pupil Premium and vulnerable children are.
- Ensure education support staff and class teachers communicate regularly **regarding Pupil Premium provision.**
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment, in the first instance, by
 - Setting high expectations
 - Ensuring consistent implementation of non-negotiables e.g. marking, assessment and feedback.
 - Providing high quality INSET/CPD.

- Match the skills of support staff to the intervention they provide
- We will use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way, such as:
 - Maths
 - Speech Therapy
 - Literacy/ Phonics/ SPAG
 - Talk Boxes
 - Racing to English (EAL)
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

REPORTING

It will be the responsibility of the Headteacher to include the following information in the report for 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.
- An overview of spending, including
 - Total PPG (Pupil Premium Grant) received
 - Total PPG spent
 - Total PPG remaining

The Deputy Headteacher, Shiraz Khan, has day to day responsibility for co-ordinating the implementation of this policy and monitoring the outcomes. Finance Manager, Sutton Brown, will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. He will also check to see that it is providing value for money.

MONITORING AND EVALUATION

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.

We will ensure that:

- There is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body. E.g. using pupil premium provision mapping as a tool.
- A wide range of data is used e.g. Achievement data, pupils' work, observation, learning walk, case studies (in the case of attendance and behaviour), staff, parent and pupil voice.
- Assessment data is collected termly so that the impact of interventions can be monitored regularly.
- Regular feedback about pupils' progress to parents and pupils.

- There will be adjustments made if particular strategies are not working well, rather than leaving things to the end of the year.
- A governor is given responsibility for Pupil Premium.

POLICY REVIEW

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.