

TWEEDDALE PRIMARY SCHOOL

POLICY FOR PUPIL PREMIUM

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on 13th March 2018.

The policy will be reviewed by the Head Teacher annually and by the governing body in **January 2021** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

Policy for Pupil Premium

1. School vision

Tweeddale Primary School: Working in unity with the community to achieve our children's future.

The targeted and strategic use of Pupil Premium will enable us to address inequalities of opportunity to achieve the vision.

2. Background on Pupil Premium Funding

The Pupil Premium was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings, and children who had been looked after continuously for more than six months. It is an indicator of deprivation.

The level of the premium set for 2011–12 was £488 per pupil for pupils eligible for free school meals and for pupils in care who had been continuously looked after for six months or more. It increased to £600 per pupil for 2012–13. Eligibility for the Pupil Premium for 2012–13 was also extended to pupils who had been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals measure). For 2013–14 the amount received per child was £953. For 2014–2015 the amount received per child was £1,300. Expected funding for 2015–2016 is £1,320 per child. The grant for 2016- 2017 remains the same £1,320 per child.

3. Principles related to Pupil Premium Spending

- i) We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- ii) We make reasonable adjustments to enable every child to achieve their full potential, this includes ensuring that the needs of pupils are adequately assessed and addressed.
- iii) We recognise that although not all pupils who are eligible for Pupil Premium will need extra provision to reach age related expectations, interventions will be put into place to promote accelerated learning for those pupils.
- iv) Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals.
- v) All members of staff are committed to meeting the pastoral, social and academic needs of all children, and aim to address issues of inequality and give all children the opportunities to succeed.

4. Provision

The range of provision the Governing Body may authorise for children in receipt of Pupil Premium includes:

- i) Providing small group work with an experienced teacher/Learning Support Assistant (LSA) focussed on overcoming gaps in learning.
- ii) 1-1 support.
- iii) Subsidising school uniform.
- iv) Subsidising trips.
- v) Subsidising extra teaching/activities beyond school.
- vi) Additional teaching and learning opportunities provided through trained LSAs or external agencies.
- vii) Tackling persistent poor attendance through allocation of resources to enable children to be in school more regularly e.g. support from Family Support worker (FLO), offer of Breakfast Club or Late Club place.
- viii) Supporting social, emotional and behavioural needs by offering, e.g. nurture class, play therapy sessions, external agency support and extended day provision, as appropriate.
- ix) Contributing towards the salary of staff whose roles are strategic or in addition to class teachers, including the Inclusion Manager, booster class teachers, and the Higher Level Teaching Assistant so as to raise standards and accelerate progress.
- x) Providing resources to support learning in small groups and in classes.

All our work through the Pupil Premium will be aimed at accelerating progress and moving children to at least age related expectations; particularly in communication, English and Maths.

Our Pupil Premium may also target the behavioural, social and emotional needs of the children; they will be able to learn more successfully if they are happy and settled, have good relationships with others, and have regular home/school learning taking place.

Pupil Premium resources may also be used to target able children eligible for FSM to accelerate their learning and progress.

5. Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce a termly report for the Learning Committee, which will include the following:-

- i) The impact of the provision on the progress made towards narrowing the gap, by year group, for lower achieving pupils in receipt of Pupil Premium funding.
- ii) An outline of the provision put in place since the previous report.
- iii) An evaluation of cost effectiveness, evidenced by the progress made by the pupils receiving a particular provision, when compared with other forms of support. This may include soft data as well as hard.

It will be the responsibility of the Chair of the Learning Committee to ensure this information is reported to the full governing body.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will be published on the school website.

6. Success Criteria

We will know we have been successful in our planning and implementation of Pupil Premium spending if:

- i) Early identification and intervention prevents the gap widening between children in receipt of Pupil Premium.
- ii) Teachers will set achievable targets, at the beginning of each term, to enable all Pupil Premium children to reach their individual academic and behavioural/social targets.
- iii) Pupil Premium children reach the school attendance target.
- iv) Our systems for identifying, assessing and monitoring pupils will be clear and effective.
- v) All class based staff understand the provision for different groups of pupils, and the reasons behind this and are effectively delivering that provision.
- vi) We create a positive school atmosphere in which pupil's differences are recognised and valued, and we will produce confident, independent and successful learners, able to recognise their own strengths.

7. Appeal

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

January 2018