



Kindness - Determination – Resilience – Teamwork – Communication – Respect

'Together we learn – United we achieve'

PUPIL PREMIUM POLICY

Our vision

At Townville Infants' and Nursery School we aspire to offer the best possible early education for our children in a happy, safe, inclusive environment. We build firm foundations through a welcoming, holistic community approach placing the individual needs of the child at the heart. With high expectations and aspirations for every child we seek to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future. Good behaviour is central to ensuring we meet this vision.

Approved by:	Standards Committee	Date: January 2023
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Last reviewed on:	January 2023
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Next review due by:	January 2024
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Rationale

Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children, service family children and those from low income families (children who have been registered for free school meals (FSM) and from 2012-13 at any point in the last six year, known as the Ever 6 FSM measure, or are looked after continuously by the local authority for more than six months). It now incorporates adopted children too.

The extra funding is made available to schools to help them narrow the attainment gap that still exists between children from disadvantaged and more affluent backgrounds. School Meals is the only pupil level of deprivation available. The link between FSM eligibility and underachievement is very strong. Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five and schools are independently important for improving children's attainment and narrowing gaps. Evidence shows that the most effective schools achieve this through a combination of high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers.

It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need to provide that support. The Pupil Premium is addition to the school budget.

The school's vision is to provide a happy, safe and secure environment which when combined with high expectations and aspirations for every child seeks to ensure all children develop the skills and attributes they need to thrive and succeed both now and in the future. The targeted and strategic use of Pupil Premium funding will support us in achieving this vision.

Principles that underpin our philosophy

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- *We ensure that teaching and learning opportunities meet the needs of all our children.*
- *We will allocate the Pupil Premium funding to support any child or groups of children that the school has identified as being socially disadvantaged.*
- *In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged.*
- *Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.*

Spending the Pupil Premium to successfully maximise achievement

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- *A tiered approach to the allocation of funding; focusing on Teaching, Targeted academic support and wider strategies.*
- *Never confuse eligibility for the Pupil Premium with low ability;*
- *Support more able pupil premium children to reach their potential and accelerate progress;*
- *Focus on supporting all disadvantaged children to achieve the highest levels;*
- *Thoroughly analyse which children are underachieving, particularly in English and mathematics and why;*
- *Use research evidence (evidence from our and other school's experience as well as OFSTED annual reports, information from DFE and the EEF's teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement;*
- *Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;*
- *Allocate the best teachers/teaching assistants to teach intervention groups to improve mathematics and English;*
- *Use achievement data frequently (through termly progress meetings and termly lesson observations) to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively and use tracking data intelligently to analyse the underachievement of individual children;*
- *Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;*
- *Systematically focused on giving children clear, useful feedback about their work and ways in which they can improve;*
- *A designated senior leader has a clear overview of how the funding has been allocated and the difference it is making to the outcomes for children;*
- *Monitoring and evaluation is everybody's responsibility. The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. Pupil progress meetings take place regularly with SLT and have Pupil Premium as an agenda item;*
- *A clear policy on principles and how the impact of spending would be evaluated, agreed by governors and publicised on the school's website;*

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- *Well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning;*
- *Clear and robust performance management system for all staff, including discussions about children eligible for the Pupil Premium in performance management meetings;*
- *Governors thoroughly involved in the decision making and evaluation process, with a named governor nominated to have an oversight of the Pupil Premium. It will be a regular standing item at meetings.*
- *Through careful monitoring and evaluation, demonstrate the impact of each aspect of spending on the outcomes for children;*
- *Concentrate on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum – have support in order to grasp the basics of reading, writing and mathematics right at the start of their education so that they do not have to catch up later;*
- *Allocate funding for improving attendance – coupled with practical work with families to help them to get their children to school every day on time, sharing information about the importance of attendance;*
- *Consider a range of barriers to children's learning, including attendance, behaviour, family circumstances and resources;*
- *The School Business Manager is closely involved in tracking the allocation and can, therefore, always account clearly for spending;*
- *A wide range of intervention strategies that are effective because they are driven by children's academic, emotional and social needs;*
- *Well trained workforce and integrated team work approach. Ensuring that teaching assistants help to raise standards through understanding their role in helping to improve achievement. They are well trained with quality CPD and have the time allocated to enable them to work with teachers to plan and review children's learning. They are placed where data indicates that they are most needed to help children catch up, rather than spreading them evenly among classes;*
- *Financial support can be given to ensure all children have the same opportunities. Educational visits can also be financially supported to enable all children to have equal access.*
- *Raising aspirations and broadening experienced for all children including high attaining pupil premium children.*

Reporting

It will be the responsibility of the Headteacher or delegated leader to produce reports to the Governing Body on:

- *The progress made towards narrowing the gap, by year group, for socially disadvantaged children shared annually on the website and agenda item on termly Governor committee meetings;*
- *An outline of the provision that was made since the last meeting;*
- *An evaluation of cost effectiveness, in terms of the progress made by the children receiving a particular provision, when compared with other forms of support;*
- *The Governors will ensure that there is an annual statement to parents/carers via the website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged children.*

Case Studies

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School may carry out Case Studies on a selection of Pupil Premium children to track their progress. Case studies may also be carried out on children who fail to make expected progress or who might make exceptional progress.

Accountability

A number of measures have been introduced to secure accountability, including:

- *Performance tables that show the attainment of FSM pupils compared to their peers;*
- *Increased attention as to whether the school is using the Pupil Premium funding effectively;*
- *Progress on 'narrowing the gap' is monitored by the SLT and reported and discussed with the Governors;*
- *School will publish online, specific information about the Pupil Premium so that parents/carers and other have access to meaningful and appropriate information (based on a school's academic year);*
- *Whilst the grant allocation is made on the basis of financial years, schools plan teaching, support and conduct assessments over the academic year. The allocation of funding by financial rather than academic year means that schools have to calculate the funding for each academic year. As schools will not know their full funding costs or provisional allocations for the latter half of the academic year, they can report on their known funding up to the end of the financial year and update the published information as the full figures become available.*

Policy Review

This policy will be reviewed annually to ensure that it continues to meet the needs of the school community and any statutory requirements.