Layfield Primary School

Pupil Premium Policy

April 2021

Review date: April 2022

1. FUNDING RECEIVED

In the financial year 2020-2021 we received £61,490 Pupil Premium funding overall.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since the best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

2. THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on a basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current 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.

Funding is provided for children in the following groups:

Eligible for FSM in the last six years	£1,345
Children of Service Personnel	£300
Looked After Children	£900
Post LAC	£2,300

3. 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.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on a school's website.

Section 9 of this regulation requires schools to publish *'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.'*

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

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

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

- Ensure that Pupil Premium funding allocated to our schools 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.
- Use the latest evidence based research[1] on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- 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 circumstanced.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an 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. 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.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Monitor attendance of disadvantaged pupils to ensure that every opportunity is provided for them to access education.

5. DEVELOPMENT OF THE POLICY

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities

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[1] Such as The Sutton Trust – Education Endowment Foundation, Teaching and Learning Toolkit http://educationendowmentfoundation.org.uk/toolkit/ which is regularly updated & The Institute of Effective Education at University of York, https://www.york.ac.uk/iee/, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium ', 20th September 2012. http://www.ofsted.gov.uk/resoruces/pupil-premium and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' www.ofsted.gov.uk/resoruces/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement are examples of the research evidence and case studies of best practice which we use.

can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility from FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

6. LINKS TO OTHER POLICIES AMD DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEND and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

The Pupil Premium Costed Plan is available on the school website.

7. ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head and Senior Leadership Team

The Head and members(s) of the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Head has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes. S/he has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. S/he knows how to customise this research to fit the needs of our pupils and school context.

The Head will monitor the use of the Pupil Premium to track the allocation and use of Pupil Premium funding.

Teaching and Support Staff will:

- 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 and research, which have proven track record in narrowing the gaps in attainment and achievement.

We will 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.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

Grace Mitchell is responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

8. KEY CONTACTS

Headteacher	Helen Owen	Layfield Primary School	01642 786153
Lead Governor	Grace Mitchell	Layfield Primary School	01642 786153

9. MONITORING AND REVIEWING THE POLICY

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. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

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. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using, such as the Local Authority Pupil Premium Audit.

Our annual review will involve staff, pupils, governors and parents and carers.

10. DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- In the staff network and as part of induction for new staff

We will also use other methods and occasions such as newsletters, parents' evenings and assemblies, as appropriate to share information about the Pupil Premium as necessary.

APPEALS PROCEDURE

Any appeals against this policy can be made through the governor's complaints procedure.