Worth Valley Primary School

Achieve Believe Create Dreams

Pupil Premium Policy

Adopted by the Governing Body: March 2019
Chair of Governing Body:
Headteacher: Miss C Lodge

Pupil Premium Policy

1. The Background to Pupil Premium

The Pupil Premium was introduced in April 2011 and allocated to provide additional support for looked after children and those from low income families. The extra funding is made available to schools to help them narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds.

In 2011-12, schools were allocated Pupil Premium funding for children from low-income families who were eligible for Free School Meals (FSM) or children who had been looked after continuously for more than six months. From April 2012, eligibility for the Pupil Premium was also extended to include children 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.) A premium has also been introduced for children whose parents are currently serving in the Armed Forces.

Year	Planned funding of Pupil Premium per eligible pupil			
	Deprived children		Looked after children	Service children
2011-12	£430		£430	£200
2012-13	£600		£600	£250
2013-14	£900		£900	£300
2014-15	Primary £1,300	Secondary £935	£1,900	£300
2015-16	Primary £1,320	Secondary £935	£1,900	£300
2016-17	Primary £1,320	Secondary £935	£1,900	£300
2017-2018	Primary £1320	Secondary £935	£1,900	£300
2018-2019	Primary £1320	Secondary £935	£2,300	£300

Schools are free to spend the Pupil Premium as they see fit. However, they are accountable for how they use the additional funding to support pupils from low-income families and the other target groups. New measures have been included in the performance tables that show the achievement of pupils who attract Pupil Premium. From September 2012, schools are required to publish online information about how they have used the Premium and its impact. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

The Early Years Pupil Premium (EYPP)

'The Early Years Pupil Premium is additional funding for early years settings to improve the education they provide for disadvantaged 3 and 4 year olds' www.gov.uk/guidance/early-years-pupil-premium-guide-for-local-authorities

At the beginning of each academic year the School Business Manager will seek information from parents to begin to establish whether their child might be eligible for Early Years Pupil Premium (EYPP). On receipt of this information the Parent Involvement Worker or Administrator will ask the local authority to confirm eligibility. The local authority will then inform school which pupils are eligible for the funding.

2. Active involvement of the Trust and suture governing body

The Governors at Worth Valley:

- require a clear policy to be written about the Pupil Premium and will contribute to its content.
- are committed to ensuring that every pupil irrespective of starting point or background, achieve their potential and use this principle to drive every discussion about the Pupil Premium.
- have nominated a governor, Sam Quigley, with responsibility for monitoring the school's use of Pupil Premium funding.
- ask challenging questions about how effective each action funded by the Pupil Premium was in improving overall achievement.
- ensure that parents are informed what the Pupil Premium is being spent on via the school website.

3. The Strategy of provision at Worth Valley Primary

Since September 2016, we have introduced three strands to our intervention strategy: 1) SEND children 2) children with social/emotional needs 3) children who need to make accelerated progress to meet their age related expectations. Children who are eligible for pupil premium funding often need support with one or more of the 3 strands. For those children that are on track to meet the expected standard in their year group, we ensure that they meet their individual potential and are challenged to meet Greater Depth Standard (GDS).

Use of one page profiles and individual targets with support for those on the SEND register.

For short term interventions, each class has a dedicated TA who is able to close gaps through targeted interventions throughout the afternoon. These short term intervention sessions are implemented by the teacher in response to assessment data, the work achieved in books and their professional knowledge of the child's understanding.

4. Provision

- differentiated teaching inputs to improve opportunities for effective assessment for learning and accelerating progress
- Providing small group interventions with a support teacher focused on overcoming gaps in learning.
- 1-1 support
- Offer additional parent workshops and home learning opportunities to support parents to help their children's learning outside school
- Delivering intervention programmes to target newly arrived children and those who do not speak English as their first or main language.
- Targeting pupil premium children that are "on-track" or just below to ensure they reach their full potential.
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions
- Paying or part subsidising activities that broaden the knowledge of the curriculum or participation in school activities
- Ensure good attendance, punctuality and readiness for learning of disadvantaged pupils through the breakfast club provision

All our work through the Pupil Premium will be aimed at accelerating progress moving children to at least age related expectations. This equates to the following measures.

Progress measures between the end of Reception and the end of Year 2

All children who are not on track (emerging) at the end of Reception should have closed the gap and be at age related expectations by the end of Year 2

All pupils who are on track (expected) at the end of Reception should still be at least on track by the end of Year 2.

All pupils who are above age related expectations (exceeding) at the end of Reception should be at Greater Depth at the end of Year 2.

Progress measure by the end of each year.
Children in each year group are expected to make the good progress measure of 6 points progress to finish the year at the expected level. Those who start the year behind are targeted for accelerate progress to get back on track.

Progress measures between the end of Year 2 and the end of Year 6
By the end of Year 6, children's attainment must at least match their outcomes at KS1. The school recognises that disadvantaged does not mean and is not an excuse for low attainment or progress. Pupil Premium resources will be used to support all qualifying pupils including higher attaining children with previously high levels of achievement.

5. Reporting
5.1 The Headteacher will produce annual reports to focus on the following:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision
- 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

5.2 The Governing Body/Board of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium Funding has been used to address the issue of 'narrow' or 'close' the gap, for socially disadvantaged pupils. This statement will be published on the schools website. This task will be carried out within the requirements published by the Department for Education

6. Appeal
6.1 Any appeals against this policy will be through the School's complaints procedure.
This policy should be read in conjunction with the School's Equal Opportunities Policy, DSEN, More Able and EAL Policies and Teaching and Learning Policy.

7. Review:
7.1 This policy shall be reviewed annually and ratified by the Full Governing Body or a committee as directed by the Chair of Governors. The Full Governing Body shall then ratify the policy upon the recommendation(s) of the committee