



Pupil Premium (PP)

Date	Review Date	Pupil Premium Champion	Nominated Governor
May 2019	May 2019	Yvonne Amore	Sarah Major

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Adoption and Children Act 2002
- Education Act 2002
- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Pupil Premium 2014 to 2015; conditions of grant (DfE)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We are aware that the Pupil Premium, which is aimed at children from Reception to Year 11 pupils, is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers.

It is our duty to use the Pupil Premium effectively in order to raise achievement and narrow the gap between those children from low income families, looked after children, children whose parents are serving in the armed forces and their peers.

We have in place a Pupil Premium Champion who is responsible for coordinating all activity relating to the support of pupils facing disadvantage and will track and monitor academic, pastoral and enrichment provision.

We have adopted the process for deciding how to spend the PP by acknowledging the 'Ten point plan on spending the pupil premium successfully' as outlined by the National Pupil Premium Champion:

- Step 1: Set an ambition for what we want to achieve with Pupil Premium funding.
- Step 2: The process of decision-making on PP spending starts with an analysis of the barriers to learning for PP pupils.
- Step 3: Decide on the desired outcomes of our PP spending.
- Step 4: Against each desired outcomes, identify success criteria.
- Step 5: Evaluate the effectiveness and impact of our current PP strategies and change them if necessary.
- Step 6: Research the evidence of what works best.
- Step 7: Decide on the optimum range of strategies to be adopted.
- Step 8: Staff training in depth.
- Step 9: Monitor the progress of PP-eligible pupils frequently.
- Step 10: Put an audit trail on the school website for PP spending.

It is our intention to disaggregate the Pupil Premium funding from the main school budget and to target the groups of pupils that it is intended for. Also, the funding will be spent on strategies considered to be the most effective on raising achievement.

We understand that we will be held accountable on how we use the Pupil Premium and that the achievements must be quantifiable. This will be done by using the school's performance tables to compare the achievement of Pupil Premium pupils with their peers.

By using pupil tracking data effectively we can identify the strengths and weaknesses of individual pupils and groups and then provide the relevant support that is necessary in order to accelerate pupil progress.

Every year we will publish online details on how we intend to spend our Pupil Premium allocation plus an evaluation of its impact from the previous year.

We will strive to improve the life chances of all disadvantaged pupils by using the extra financial resources of the Pupil Premium wisely and thereby narrow the gap.

We have a clear vision for what all our pupils will achieve through

- a whole school ethos of attainment for all;
- addressing behaviour and attendance;
- high quality teaching for all;
- meeting individual learning needs;
- deploying staff effectively;
- data driven and responding to evidence;
- clear, responsive leadership.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To raise achievement and narrow the gap between those children eligible for free school meals and their peers.
- To identify the strengths and weaknesses of individual pupils and groups by the effective use of pupil performance data.
- To provide relevant support that is necessary in order to accelerate pupil progress.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the academy to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body:

- has appointed a member of staff to be the Pupil Premium Champion;
- will ensure the Pupil Premium is used effectively in narrowing the gap between those children eligible for free school meals and their peers;
- has appointed a member of staff to be responsible for analysing school performance data;
- has delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- will ensure the school complies with all equalities legislation;
- will ensure funding is in place to support this policy;
- makes effective use of relevant research and information to improve this policy;
- ensures all policies are made available to parents;
- has nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Executive Headteacher and the coordinator;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ annually report to the Governing Body on the success and development of this policy.
- will ensure an annual statement to parents on the effectiveness of the Pupil Premium funding addressing the question of narrowing the gap for socially disadvantaged pupils.

Role of the Executive Headteacher and Leadership Team

The Executive Headteacher and the Leadership Team will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide strong leadership and have high expectations to raise achievement;
- lead by example and accept no excuses;
- make creative, evidence-based decisions based on a detailed understanding of pupils' needs;
- use data effectively to identify children who are underachieving;
- put in to place effective strategies and interventions such as:
 - ☐ additional teaching and support staff
 - ☐ one-to-one support
 - ☐ reduced class sizes

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- ☐ small group work
- ☐ specialised IT software
- ☐ additional learning sessions outside school hours
- ☐ educational visits
- ☐ parent engagement programmes
- evaluate the impact of these strategies and interventions;
- annually report to parents under the following headings:
 - ☐ A description of the Pupil Premium
 - ☐ The total amount allocated for the current academic year
 - ☐ How the money will be spent
 - ☐ Statement comparing the effect of the expenditure with the attainment of those pupils eligible for the Pupil Premium
- ensure that the Pupil Premium Grant is a prominent element of the school development plan;
- work closely with the link governor and coordinator;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- provide termly reports to the Governing Body outlining:
 - ☐ what progress that has been made towards narrowing the gap for socially disadvantaged pupils
 - ☐ the provision that has been used since the last report
 - ☐ a pupil progress cost effectiveness evaluation

Role of the Pupil Premium Champion

The Pupil Premium Champion will:

- collect and analyse and use data relating to individual pupils and groups;
- constantly focus on the quality of teaching;
- identify the main barriers to learning for PP-eligible pupils;
- use the Education Endowment Foundation Toolkit to decide on which strategies are likely to be most effective in overcoming barriers to learning;
- train teaching and support staff on the chosen strategies;
- undertake the frequent monitoring of the progress of every PP-eligible pupils;
- put in interventions when a pupil's progress slows;
- engage parents/carers in the education and progress of their child;
- address poor attendance;
- ensure all staff understand and accept the importance of the PP agenda;
- evaluate the effectiveness of teaching assistants and if necessary increase through training and improved deployment;
- provide awareness training for governors;
(Accredited to Dr John Dunford, National Pupil Premium Champion)
- lead the development of this policy throughout the school;
- make effective use of relevant research and information to improve this policy;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;

Role of School Personnel

School personnel will:

- work closely with the PP Champion;
- identify barriers that pupils experiencing disadvantage face;
- identify those pupils not on track to make expected progress
- use pupil data effectively;
- use support staff effectively;
- put into place a number of strategies and interventions;
- praise and celebrate achievement;
- be aware of all other linked policies;
- work in partnership parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ parents and open evenings
 - ☐ parent-teacher consultations
 - ☐ school concerts
 - ☐ fundraising and social events
- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- meetings with school personnel

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - ☐ All aspects of this policy
 - ☐ School Improvement
 - ☐ School Effectiveness
 - ☐ Use of Data
 - ☐ Target Setting
 - ☐ Reducing the Impact of Poverty and Disadvantage on Pupil Attainment
 - ☐ Emotional Health and Wellbeing of Children and Young People
 - ☐ Looked After Children
 - ☐ Equal opportunities
 - ☐ Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Headteacher:		Date:	
Chair of Governing Body:		Date:	