

Nunnery Wood Primary School

Pupil Premium Policy School Year 2015/16

At this school, the achievement and well-being of every child is important. We recognise that some children face greater difficulties or disadvantage than others, and that sometimes this can be caused or exacerbated by circumstances in which families face significant financial constraints. We recognise, too, that periods of economic difficulty experienced by families may be short or long term, and may have considerable or minimal impact on a child's educational achievement and well-being.

The targeted and strategic use of the school's Pupil Premium Grant (PPG) allocation is important in helping us to provide effective tracking, monitoring and support for children whose families are known to be facing, or have faced, periods of financial difficulty.

1. Principles

- Quality first teaching, for which class teachers are accountable, ensures that the learning needs of all children are met in each class.
- Enhanced provision is made for groups and individual children in order to support any additional needs identified.
- Equality of provision does not mean all children receiving the same. It means all children being provided with what they need, when they need it, in order to promote their achievement and well-being.
- Not all children whose families face financial challenge will be socially or educationally disadvantaged. Therefore, not all children for whom an allocation of PPG is made will have the same level of need.
- The families of some children for whom an allocation of PPG is NOT made may be facing significant financial difficulty. These will include some children in receipt of Free School Meals (FSM), and the children of other families, many of whom will be known to the school.
- PPG funding will be allocated and regularly reviewed on the basis of needs analyses that will identify and prioritise classes, groups and individual children.
- Not all children for whom PPG or FSM allocations have been made will need, or be receiving, additional support or interventions at any one time.
- Teachers have direct responsibility for the impact of this funding on the achievement of disadvantaged children in their class. Assistant headteachers

oversee, monitor and evaluate the impact of provision made for children within their key stages and report to the school's Pupil Premium Leader.

- The deputy headteacher has the role of Pupil Premium Leader and is responsible for policy development and reporting. He ensures that governors, school leaders and staff are accountable for its effective use and impact.

2. Remissions and financial support for families

Governors review their Charging and Remissions Policy at least annually in order to make effective use of a proportion of the school's PPG allocation to:

- ensure that children whose families face financial difficulties are not further disadvantaged by being unable to participate as fully as they would wish in school activities;
- reduce the pressure on hard-pressed families when facing additional school-related costs.

Remissions and subsidies are available for families whose children have been allocated PPG funding or FSM in some or all of the following areas:

- free lunches and school milk
- school uniform
- costs of trips, visits, visitors, clubs and activities
- residential visits
- swimming lessons
- instrumental music tuition
- cycling proficiency training

Please see the Charges and Remissions Policy for further information.

3. In-school support

The remaining percentage of the school's PPG funding is used towards providing support in order to meet the needs of prioritised classes, groups and individual children, in ways that are appropriate and necessary.

Some children will need short term, light touch support for a specific period; others may require more wide ranging support for an extended period of time, often over many years.

Different forms of provision are made in school, in order to promote:

- i) Educational achievement.
- ii) Well-being, health, good attendance and the safeguarding of children.
- iii) Wider outcomes and effective transition.

Promoting educational achievement

In making enhanced provision for pupils from disadvantaged families, careful consideration is given to the following aims:

- Raising attainment so that it is at least in line with national expectations.
- Helping children to make good rates of progress over each key stage.
- Prioritising children's development in the most important basic skills of language, communication, literacy and mathematics.
- Enabling children to attain highly (or more highly) where potential is identified.
- Giving additional support where it is lacked at home (especially with reading and other key skills).
- Providing additional in-class support to facilitate match to learning needs within quality first teaching.
- Facilitating effective group / one to one work through the deployment of teachers or teaching assistants.
- Targeted support and intervention for children with special educational needs.

Well-being, health, attendance and safeguarding

In making enhanced provision for pupils from disadvantaged families, careful consideration is given to the following aims:

- Working with, and providing support for, families experiencing difficulties that affect children.
- Establishing and maintaining initiatives that encourage effective links between home and school and good levels of support for learning at home.
- Identifying key members of staff responsible for family links in respect of children who have high levels of need.
- Working and communicating effectively with external professionals working with vulnerable families.

In some instances, based on needs analyses, staff may be allocated to certain classes or groups within classes in order to provide support and monitoring in terms of: educational achievement; pupil well-being; and developing effective relationships with identified children with high levels of need and their families.

Wider outcomes and effective transition

In making provision for pupils from disadvantaged families, careful consideration is given to the following aims:

- Raising the aspirations of families and children themselves.
- Actively encouraging and financially supporting participation in extra-curricular activities.
- Additional support for families and children at key transition points, such as on entry to the school and when preparing for transition to high school.

4. Recording the use of PPG funding – roles and responsibilities

Roles and responsibilities in respect of the recording, tracking and evaluation of the impact of the PPG allocation are as follows:

Class teachers:

- Set up and maintain a Pupil Premium Provision Map for each child in their class for whom the school receives grant funding. This is dated and records the provision made and the impact it has had on the child's achievement.
- Undertake a termly analysis of the achievement of PPG funded children compared with other children.

Key Stage Assistant Headteachers:

- Evaluate the impact of provision made for PPG funded children in the cohorts for which they have responsibility, and use this to identify the most and least effective forms of provision.
- Record and track the achievement of PPG funded children over the time in the relevant key stage.

The SEND leader or manager:

- Evaluates the impact of provision made for PPG funded children with SEND and uses this to identify the most and least effective forms of provision.
- Records and tracks the achievement of PPG funded SEND children over the course of their time at the school.
- Records the time allocated to involvement in direct work with families of PPG funded children and external professionals, including Early Intervention Family Support workers and social workers.

The Attendance and Family Liaison Co-ordinator:

- Records and tracks rates of attendance for PPG groups and individual children, and the support provided for families to secure good levels of attendance.

- Records and tracks levels of parental engagement.

The PE and School Sport leader:

- Records levels of participation by PPG funded children in PE and sport based extra-curricular activities.

The school administrators:

- Records the use of PPG funding to provide remissions and financial support.
- Records levels of participation in non-sport based extra-curricular activities.

The Pupil Premium leader:

- Holds all of the above accountable for their roles in recording, tracking and evaluating the impact of provision.
- Draws together the information provided, undertaking strategic review and action planning in consultation with governors and other members of the senior leadership team.

5. Reporting

The key stage assistant headteachers report to the Pupil Premium Leader and to governors in respect to the cohorts for whom they are responsible on:

- The attainment and progress rates of children who meet the PPG and FSM criteria compared with those who do not.
- The provision being made to meet needs, and its impact on achievement and well-being.

The Pupil Premium Leader reports to governors and others to whom the school is accountable in respect to whole school outcomes.

The Pupil Premium Leader ensures that this policy, an annual report to parents and a spending plan, are published on the school website and updated annually.

6. Appeals:

Any appeals against this policy will take place through the governors' appeals procedure.

THIS POLICY IS APPLICABLE ONLY TO THE SCHOOL YEAR 15/16 AND WILL BE REVIEWED AT LEAST ANNUALLY.

Richard Bridgewater

Next review: November 2016