**Policy for Effective Pupil Premium Spending**

 **2017**

**Background**

The Pupil Premium is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). Each of these pupils attracted £953 in year 2013-14, which was increased to £1300 in 2013-2014 and increased further to £1320 since 2015. Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. Whilst we recognise that eligible children are referred to as ‘disadvantaged’ by Ofsted in reports, and on ASPIRE online, we prefer to use the terms ‘Pupil Premium’ or ‘Pupil Premium Plus’ because of their more positive connotations.

Pupil Premium Plus pupils are children looked after (LACs) and are entitled to £1900.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

**Principles**

* The Head teacher will be responsible for Pupil Premium provision
* A link governor will work with the Head teacher and the Leadership team will work together to ensure that the governing body is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision
* We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills
* We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
* In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged
* We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
* Pupil Premium funding will be allocated to those pupils who are eligible including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike
* The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE

* We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents’ financial circumstances prevent them from accessing specialist coaching or instruction
* The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)
* Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below)
* Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable
* We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Pupil Asset, Pupil Progress Meetings and the individual pupil premium record.
* We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

**Provision**

The Head teacher/Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school’s own data, external evaluation, Ofsted case studies and visits to other settings. Listed below is a breakdown of the type of interventions that Moorside Community Primary School has introduced using the funding:

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| **Group** | **Examples** |
|  1 Family Engagement |  Breakfast Club Seeds for Life Parent Link workers Translator Support ESOL (supporting parents) Supporting parents with Uniform/School meals |
|  2. Attendance |  Breakfast Club Parent Link Workers / Translator support Rewards and vouchers |
|  3.Supporting Learning |  |

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| Educational visits and Residential trips |
| Visitors (e.g. theatre companies)Development of the outside provision  |
| Specialists such as Hextol/Linda LinesPurchase of a minibus to improve opportunitiesInvolvement with specialised support from the LEAPS team Educational Physiologists and Kalmer counsellingTransition supportInvolvement with the Able Writer’s programmeBuying in additional services from the music SupportBuying in specialised consultants for School Achievement, English and Maths Buying in specialised support from Hatrick, Activekids, Rock Pop |

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| 4. Accelerated Progress | Y6 Easter SATs ClubProviding small group work with an experienced teacher focused on overcoming gaps in learning1:1 tuition from a qualified teacherAdditional staffing in specific targeting year groupsAdditional group teaching and learning opportunities provided by trained TAs or external agenciesAdditional curriculum resources (fully or partly funded through Pupil Premium) for school and home useProviding specialised support for English and MathsSeeds for lifeStaff CPD to improve Teaching and LearningInvolvement in wilderness ProjectAdditional Resources |
| 5. Pupils as enablers | Leadership and mentoring opportunities for pupils e.g. School Council  |

**Reporting**

It will be the responsibility of the Head teacher to produce an annual Pupil Premium report for the Governing Body, including the following:

* an account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
* an outline of any changes to provision that have been made since the last meeting;
* 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 (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Head teacher\Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will ensure that an annual report is published on how the Pupil Premium funding has been used to address the issue of ‘closing the gap’, for socially disadvantaged pupils and what the impact has been. Publication will include posting this statement on the school website.

**Appeal**

Any appeals against this policy will be through the school’s complaints procedure.

**Review**

This policy will be reviewed annually in the light of any statutory or advisory changes (e.g. Ofsted Reports)