



## **PUPIL PREMIUM (PPG)**

**Inception Date:** November 2018

**Date ratified:** \_\_\_\_\_ **Signature:** \_\_\_\_\_

**Review Date:**

**TWYDALL PRIMARY SCHOOL, NURSERY AND CHILDREN'S CENTRE**  
**Pupil Premium Policy**

**Introduction:**

**Aims for Pupil premium**

At Twydall Primary School, we are committed to providing the best educational experiences possible for our Pupil Premium children. We are striving to ensure each individual child is given the opportunity and inspiration to recognise and achieve their full potential.

Nationally there is an achievement gap between the most disadvantaged pupils and their peers. We aim to close this gap both in our school and nationally. Our goal is that each child discovers the enjoyment of learning, and has the opportunities, confidence and resilience to reach their full potential.

Quality first teaching is at the heart of all that we do. We recognise that all our children are different, and have different strengths and weaknesses. Through rigorous monitoring of progress and attainment, we assess the needs of individual pupils and endeavour to quickly put in place strategies and support to address gaps and barriers to learning.

Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last 6 years (known as 'Ever 6 FSM'). Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

Pupil Premium also provides funding for children who have been looked after for more than six months and the children of service personnel.

**Pupil Premium breakdown at Twydall Primary School:**

- Twydall Primary School's Pupil Premium Grant allocation.

Financial Year 2016-2017	Financial Year 2017 -2018
PP Grant £172,920	PP Grant £209,880
On roll 479	On roll 510
PP Eligible pupils 131	PP Eligible pupils 164
FSM 92	FSM 95

- The DFE has given us the freedom to spend/use Pupil Premium as we see fit, based on our knowledge of our pupil's needs. However, we are accountable for this funding.

**Purpose of Pupil Premium**

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 added in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by Pupil Premium.

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

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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 Service Premium cannot be identified.

**How We Will Make Decisions Regarding the Use of Pupil Premium:**

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

- Ensure that Pupil Premium allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research 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 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 our parents and carers to register for PPG in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming benefits or having a low income. In doing so, we recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility of PPG does not equate with pupils being considered to be “low attainers” because of their social circumstances.
- Ensure that there is robust monitoring and evaluation in place to account for the use of Pupil Premium, by the school and governing body.
- Recognise the fact that pupils with FSM are not a homogenous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take individual needs into account.
- Use high quality teaching and learning as the preferred way to narrow 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.
- Our Pupil Premium children demonstrate a wide range of needs, different strengths and weaknesses and hence a variety of interventions and strategies have been put in place to ensure each child is given the best possible support and opportunities to reach their full potential, overcome any physical or emotional barriers to learning and develop a positive attitude towards their education.
- As well as the funding being spent on interventions, catch-up- sessions and additional adult support it is vital that high quality teaching and learning is at the core of all children’s education and hence our Pupil Premium money is also spent with this in mind. When organising and setting up interventions, booster groups and considering strategies, staff refer to the Education Endowment Foundation teaching and learning toolkit to ensure maximum benefit is gained from our funding and time is not wasted. Every minute a learning minute is our motto.

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## Pupil Premium Policy

- Use Pupil Premium for all year groups not just those taking examinations at the end of the year.
- **How will Impact be measured?** At Twydall Primary School progress data is collected on a termly basis using Pupil Tracker. This allows the children's progress and attainment to be tracked, analysed and it is then used to enable the early identification of need, support and appropriate interventions for pupil premium children.
- Termly progress review meetings are held for each year group with the year group teaching staff and Core Leadership Team present. During these meetings progress and barriers to learning for individual pupils and groups of children are assessed and actions are agreed. These are then followed up and impact assessed at the following review meeting.
- Following the termly data drop the progress of Pupil Premium children is compared to that of non-pupil premium children and distributed to all teaching staff.
- Levels allocated to children are based on:
  - Teacher judgement
  - Termly assessments
  - End of year standardised tests.
  - Assessment for learning
- In addition to this the Core Leadership team and subject leaders do regular observations, learning walks, monitoring and book scrutiny.
- **Development of the Policy** - 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. 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. When developing this policy we have also taken into account the OFSTED Raising Standards, improving lives: Strategic Plan 2014 -2016, which places a strong focus on improving the lives of children and learners, and in particular the disadvantaged and vulnerable.
- **Roles and Responsibilities** We expect all members of our school community to be committed to raising standards and narrowing the attainment gaps for our pupils.
- Through Performance Management, the Core Team will make sure that narrowing the gap is a key priority area for the school. It will be the responsibility of the Head Teacher to include the following information in the annual report to Governors:
  - The Head Teacher and the Special Educational Needs Co-ordinator (SENCo) are responsible for implementing this policy. They will ensure that 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 pupils' progress and attainment.
  - The progress made towards narrowing the gap, by year group, for disadvantaged pupils
  - An outline of the provision since the last report
  - An evaluation of the cost effectiveness, in terms of progress made by pupils receiving a particular provision, when compared with other forms of support. Our SENCo will monitor the use of Pupil Premium three times a year to track allocation and the use of Pupil Premium funding. She will check to see that it is providing value for money. **Teaching and Support Staff Will:**
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with "low attainment".

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- Promote an inclusive and collaborative ethos, which enables all pupils to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning so that gaps can be narrowed and improvements maintained.
- Provide inclusive and differentiated teaching and resources for those pupils who are in danger of widening.
- Keep up-to-date with teaching strategies and research, which have a proven track record in narrowing gaps in attainment and achievement. We will support staff in engaging in professional development opportunities to enable them to implement successful strategies to accelerate progress and to narrow the gap. **Governing Body** - The Governing Body has an important role in ensuring that the school complies with legislation and that this policy, along with its specific stated actions for narrowing the gap is implemented. The Governing Body will review our work on narrowing the gaps three times a year, so that they can monitor the use of Pupil Premium. At the end of the academic year, Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used in our school and the impact this has had on narrowing the gaps in attainment.

**Monitoring and Reviewing the Policy**

Our use of Pupil Premium will be reviewed three times a year.

Our Policy will be reviewed annually.