

# Grovelands Primary School

## Pupil Premium Policy 2018

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<b>Responsible staff member:</b>	A Kempton
<b>Policy reviewed by:</b>	A Kempton/C Hodges/D Tuck
<b>Sources used for review:</b>	DfE Guidance/ The Key
<b>Committee/GB responsible:</b>	Teaching & Learning Committee
<b>Signed by the Chair of the Governing Body:</b>	 <hr/> Mr Dean Furber

## PUPIL PREMIUM STATEMENT

Grovelands Primary School is committed to raising the attainment of disadvantaged pupils and closing the gap with their peers.

## INTRODUCTION

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of the school's commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work undertaken at the school.

## AIMS

The purpose of this policy is to outline how the school ensures that the Pupil Premium Grant allocated has an impact on narrowing the attainment gaps which currently exist between disadvantaged pupils and their peers.

## DEFINITION OF PUPIL PREMIUM

The 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 six years (known as 'Ever 6 FSM').
- are Looked after Children (LAC).
- have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
- Have received the Service Premium Grant within the last five years (known as Ever 5 Service Child).

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

**LAC- Looked After Child:** a child who is being looked after by the local authority is known as a child in care. They might be living:

- with foster parents
- at home with their parents under the supervision of social services
- in residential children's homes
- other residential settings like schools or secure units.

They might have been placed in care voluntarily by parents struggling to cope, otherwise, children's services may have intervened because a child was at significant risk of harm.

**Free School Meals:** Free School Meals are available to any full-time student who is still at school and eligible. This includes nursery children who attend full days and also sixth form students. Parents and carers with pupils aged 16-18 in Further Education can apply for free school meals. Children may be eligible for Free School Meals if the household in which they live receive one or

more of the following:

- Universal Credit.
- Income Support.
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income of £16,190 or less, as assessed by Her Majesty's Revenue and Customs

Where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to free school lunches. Children who receive a qualifying benefit in their own right are also eligible to receive Free School Meals.

**Ever 6 FSM:** "Ever 6 FSM" means those pupils recorded on the January 2018 School Census who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since Summer 2009, including the January 2018 School Census. Each pupil will only be counted once: for example, if a pupil on the January 2018 Census is recorded as known to be eligible for FSM and was recorded as known to be eligible for FSM on the Summer 2017 and Autumn 2017 Censuses, they will be counted as one Ever 6 FSM pupil for calculating allocations for the PPG in 2017-2018.

**Service Child:** The Service Pupil Premium is provided to schools who have children of Regular Armed Forces personnel among their pupil population to provide additional (mainly pastoral) support.

**Ever 5 Service Child:** Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence.

## **USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT**

The DfE has delegated responsibility for the use of the Pupil Premium as the school sees fit, based upon the schools' knowledge of pupil needs.

*'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

However, the school is accountable for the use of this additional funding.

Funding is allocated using pledges which represent the areas of greatest need for Pupil Premium children within the school. Pledges are not individually based. There will be no accumulation of funding from year to year. Any entitlements may only be claimed for the academic year in which they are issued. The pledges may change each year depending on areas of need or change in line with Government policy. Please refer to Pupil Premium Impact Report for pledges and impact of strategies used in previous years.

## HOW DECISIONS WILL BE MADE REGARDING THE USE OF THE PUPIL PREMIUM

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

- Ensure that Pupil Premium funding is used solely for its intended purpose, whilst recognising that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of disadvantaged pupils.
- 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 pupils.
- Be transparent in reporting the allocation of the Pupil Premium, so that parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, the school also recognise the vital role that parents and carers play in the lives of the children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies used to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. High quality interventions with proven evidence of impact to assist our pupils who need additional support may be used in a time limited way.
- Liaise with outside agencies to ensure provision for children who require additional support where necessary.

In addition, teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'ability'.
- Promote an inclusive and collaborative ethos in classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.

- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- Be provided with opportunities to engage in a range of professional development opportunities suited to their particular needs and role. This will provide support in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

## **MONITORING AND EVALUATION**

The school will review this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. The Senior Leadership Team (SLT) and Governors will monitor implementation alongside the regular monitoring of academic and other achievements of Pupil Premium children.

## **LINKS TO OTHER POLICIES**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, the school will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key areas such as the school website and newsletters. This policy should be read and followed in conjunction with the following policies and documents: Behaviour, SEN, Equalities and Community Cohesion Policies.