Airedale Infant School
Ambition-Bravery-Respect

Pupil Premium Policy and Procedures.
September 2019

Background

Pupil Premium funding is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Reception and Year 11 who are on roll in January of each year and 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 £1320 in the financial year 2018-19. The grant per eligible primary-aged pupil is also £1320 for the financial year 2019-20. 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 RAISE 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 (CIC) and are entitled to £1900 in the financial year 2019-20. Schools are now accountable to the LA Virtual School Headteacher for the ways in which funding is spent, so it may be held back until the VSH is satisfied with the school's plans in respect of each pupil.

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

Principles

- The Headteacher will take overall responsibility for Pupil Premium provision, with specific delegated responsibilities taken by a developing leader, who is the Pupil Premium Champion, and members of the Senior Leadership Team or wider school staff (e.g. English and maths provision, welfare and inclusion support)
- A link governor will work with the Pupil Premium Champion, and other staff where appropriate, 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 which can be biased towards eligible pupils
- 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

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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 Pupil Premium, but also therefore the additional funding

- For KS1 pupils, who all entitled to receive Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium 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 SEN pupils will be funded through a combination of any SEN 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. Assessment Manager on Target Tracker, Pupil Progress Meetings)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Academy Council, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Academy Council will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

Group	Examples
Family Engagement	Breakfast Club Learning Mentors
Attendance	Breakfast Club

	Learning Mentors EWO
Engagement in Learning and widening experiences	Educational visits, including residential trips (or pro rata contribution to the overall cost) Visitors (eg theatre companies) Development of outside provision (Training) Staffing of after school clubs Transition support
Accelerated Progress	Y2 SATs Club Providing small group work with an experienced teacher focused on overcoming gaps in learning 1:1 tuition from a qualified teacher Additional staffing in specific targeted year groups Additional group teaching and learning opportunities provided by trained TAs or external agencies Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities) Monitor and mentor opportunities for pupils (e.g. School Councillors)

Reporting

It will be the responsibility of the Head Teacher to produce termly Pupil Premium reports for the Governing Body, including the following:

- an account of the progress made towards diminishing the difference 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 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 statement 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 the 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 (eg Ofsted Reports)