



## **Pupil Premium Statement 2017-2018**

- Nationally, there is a significant attainment gap between pupils who receive free school meals (FSM) and those who do not. The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.
- The Pupil Premium is allocated to: Children from low-income families who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') in both mainstream and non-mainstream settings; children who have been looked after continuously for more than six months; children of service personnel.
- In most cases, the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium allocated to schools is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support targeted pupils. New measures will be included in the performance tables that will capture the achievement of those pupils covered by the Pupil Premium. From September 2012, schools have been required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Pupil Premium.

The Government has used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals. This fixed amount of money has increased every year of the course of this current Parliament. In April 2016 it was set at £1900 per eligible pupil. The school receives £300 per pupil for a "services" family.

### **Principles**

- The staff and governors at Stanton St Quintin Primary School are committed to ensuring that teaching and learning opportunities meet the needs of all of the pupils
- We 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 free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **Rationale for decisions about provision**

Pupil Premium funding will be used in the first instance to support the learning needs of the children in receipt of free school meals who need extra support. However, this provision may also include other children who have been identified as 'vulnerable'.



The school's leadership team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going formative and summative assessment to identify children's learning needs and plan next steps in teaching. Through discussion with the class teacher and SENCO, a range of additional support and resources / opportunities may be provided that is felt to best meet the child's needs.

When considering the deployment and funding of additional support through Pupil Premium and other school budget monies, we carefully take into account the following options in order to maximise the impact for the pupil:

- Facilitating / supporting pupils' access to education through 1:1 or small group work
- Facilitating / supporting pupils' access to the schools' curriculum, including the purchasing of additional resources / staff training
- Support in addition to the provision made in the classroom, e.g. specific programmes or targeted interventions including those for emotional / behavioural needs
- Additional opportunities to enhance or complement the school experience, e.g. after school clubs, school trips, music tuition etc.
- Support from an outside agency
- Encouraging regular attendance for those children where attendance is an issue

In order to ensure effective use of this funding we:

- Ringfence the funding so that we always spend it on the target group of pupils
- Never confuse eligibility for the Pupil Premium with low ability
- Thoroughly analyse which pupils are underachieving, particularly in Literacy and Numeracy, and why
- Allocate the funding to activities most likely to have an impact on improving achievement
- Ensure that day-to-day teaching meets the needs of each learner
- Allocate experienced and effective teachers and teaching assistants to intervention and tuition groups
- Use tracking data regularly to review the impact and success of interventions or techniques and make adjustments where necessary
- Ensure that staff are aware of Pupil Premium learners and understand their role in helping those pupils to achieve
- Give clear and focused feedback to pupils about their work and ways in which they can improve it
- Ensure that a designated senior teacher and governor have a clear overview of how the funding is allocated and the difference it is making to the outcomes for pupils
- Agree our policy for spending Pupil Premium and publicise information on our website
- Attempt to provide support to families where attendance, behaviour or links with school are barriers to learning
- Include discussions regarding Pupil Premium learners in class Progress Meetings and Performance Management
- Timetable meetings between SENCO and teachers/TAs to monitor impact of interventions and to ensure staff are accountable for progress



- Use publications such as RAISE and the Ofsted School Data Dashboard to compare attainment and progress of groups of learners. Governors and staff use these to track and identify strengths and weaknesses within the school

### **Roles and Responsibilities**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils. The head teacher has overall responsibility for the implementation of pupil premium. As such, the head teacher will:

- Encourage take up of FSM by working proactively with parents and carers in a sensitive and supportive manner in order to remove any potential barriers or stigma attached to claiming FSM. Information regarding eligibility and potential benefits to the school/child will be provided in posters, letters / newsletters and on the school website.
- Keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement and use this to inform future strategies to combat social disadvantage
- Ensure all teaching staff are aware of which children within their class are in receipt of pupil premium and are aware of their responsibilities in supporting all children in their class, including those who are socially disadvantaged
- Ensure that effectively utilising the Pupil Premium to “close the gap” is high on the school’s agenda and is included within performance management discussions
- Monitor the Pupil Premium budget
- Ensure all monitoring of impact and reporting is carried out (see below)

### **Monitoring and Evaluation of Provision**

Additional provision is monitored regularly and adaptations made as necessary. The overall effectiveness and impact is evaluated through pupil progress meetings and meetings to review the impact of interventions.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- relevant feedback from staff, the child, parents and other professionals who may be involved;
- anecdotal, impressionistic evidence relating to improved confidence, wellbeing, attitude, behaviour, etc.

The Full Governing Body will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

### **Reporting**

The Head Teacher, or a delegated member of senior staff, will report to the Governing Body as part of the reporting on data and progress. This report will include:

- The progress made towards narrowing the gap, by year group, for children eligible for the Pupil Premium compared to those children not in receipt of Pupil Premium
- An outline of the provision and the impact of this provision on narrowing the gap
- The average progress of the pupils receiving support funded from Pupil Premium



- Comparative data showing our school's progress, relative to other schools nationally, through data supplied in the annual RAISEonline report
- Due to the very low numbers often on free school meals, information regarding provision and progress may be more appropriate on an individual child basis (anonymously)

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and published on the school website.

### **Review**

This statement will be reviewed every year.



## **Pupil Premium Grant (PPG) Allocation for 2017-2018 is £11,992**

The Governors have targets the PPG to:

### Attainment

- 3 hours TA support for each class every morning to improve opportunities for effective Assessment for Learning (AfL), immediate and targeted intervention, impacting on accelerated progress and reducing attainment gaps
- Providing small group work focussing on closing the gaps in learning and achievement.
- Interventions – small group and individual lead by TA and teachers.

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in Literacy and Maths

Pupil premium resources may also be used to target able children on FSM to exceed age related expectations through providing opportunities for Able, Gifted and Talented activities.

### Learning opportunities

- Enrichment Afternoons – Music and Science sessions
- Whole School Big Art Project - Diversity
- Replacement wireless microphones

### Emotional Support

- Continuing to provide access to Time 2 talk and ELSA support

### Teaching and Learning resources

- Online learning subscriptions to RockStars, Letter-Join and Language Angels

### Inclusion

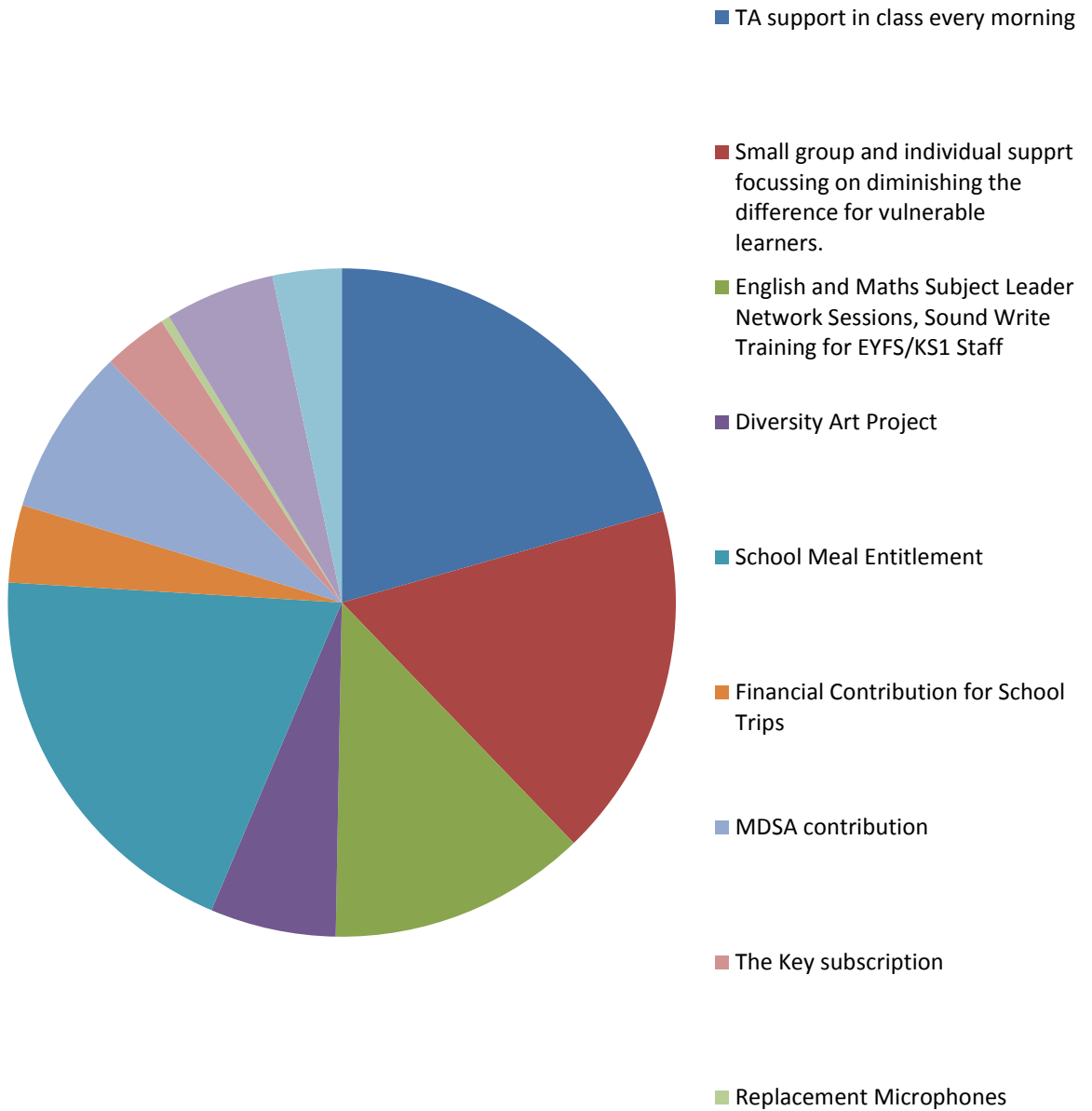
- Inclusion – financial contribution towards class and/or residential trip
- School meal entitlement.
- Lunchtime support
- Clicker 7

### School Leadership and Professional Development

- Attendance at English and Maths Network Meetings
- Sounds Write Training for EYFS and KS1 staff



## Allocation of PPG Grant 2017-18 £11,992





### Summary of PPG Spend todate

#### 2016 -2017

The Governors targeted PPG to  
Diminishing the difference in attainment for vulnerable groups through focussed interventions  
Supporting wider learning opportunities including Enrichment Afternoons.  
Supporting social and emotional development  
Online resources to support independence in the classroom environment.

#### 2015-2016

The Governors targeted PPG to  
Closing the gap for vulnerable groups through timely intervention particularly in the area of maths.  
Supporting wider learning opportunities including Enrichment Afternoons.  
Supporting social and emotional development  
Online resources to support independence in the classroom environment.

#### 2014 – 2015

The Governors targeted the PPG to  
Closing the gap for vulnerable groups through timely intervention  
Supporting wider learning opportunities  
Supporting social and emotional development  
Learning resources to support independence in the classroom environment.

#### 2013-2014

The Governors targeted the PPG to  
Reduce class size of Y5/6 resulting in accelerated progress.  
Provide emotional support for children at Stanton to include ELSA interventions and Time 2 Talk  
Ensure small group interventions impacted on narrowing attainment gap and accelerating learning

#### 2012/2013

The Governors targeted the PPG to  
Reduce class size in KS2 resulting in accelerated progress.  
Provide emotional support for children at Stanton to include ELSA training, PanthA  
Club and Time 2 Talk  
Ensure small group interventions impacted on narrowing attainment gap.