



# Pupil Premium POLICY

*Right 13-You have the right to find out things and share what you think with others, by talking drawing, writing or in any other way unless it harms or offends other people.*

*Right 17- You have the right to get information that is important to your wellbeing, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.*

*Right 3-All adults should do what is best for you. When adults make decisions, they think about how their decision will affect children.*

*Right 29- Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

*Right 28-You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

**Reviewer: Pupil Premium Working group**

**Reviewed: March 2018**

**Reviewed and approved by Curriculum Committee:**

**Next review date: March 2020**

## **Values of Lyndhurst Infant School: Learning for Ourselves, We can and Respect.**

**The aim is for the school to be to the disadvantaged, what the home is to the advantaged.**

### **Background**

The Pupil Premium Grant (PPG) is funding provided to schools which is in addition to main school funding. It is allocated according to the number of pupils on roll who have been eligible for free school meals (FSM) at any point in the previous 6 years (referred to as EVER6). In 2017 - 2018 funding is £1320 per eligible child. A smaller amount is allocated according to the number of children of service families (in 2017-2018 this is £300). Schools will also receive £1900 for each looked after child (LAC) who has been looked after for 1 day or more (Pupil Premium Plus).

The Pupil Premium for 2017-2018 will include those pupils recorded on the January 2017 census who were looked after immediately before being adopted on or after 30<sup>th</sup> December 2005 or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC). A child will be recorded when a parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order. The school will receive £1900 for each post-LAC child who we have been informed about.

The Government believes that the Pupil Premium is the best way to address the current disadvantage between children eligible for FSM, LAC and post-LAC, and their peers, through ensuring that funding to tackle disadvantage reaches the pupils who need it most.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils in order to increase attainment, "narrow the gap/diminish the difference" between these children and their non-FSM peers and address wider issues. However, schools are to be held accountable for how they have used the additional funding to support pupils from low income families and LAC/post-LAC. From September 2012, the information regarding how we are spending our pupil premium and the impact that it is having must be published on our school website along with the strategy for the use of the funding.

### **Provision**

In making provision for socially disadvantaged pupils, we recognise that a very small minority of pupils who receive free school meals will not be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals (FSM). It is worth noting that in West Sussex at least

25% of children who are entitled to FSM are not claiming. (“Pupils not claiming free school meals”: DfE Dec 2013). Therefore the school reserves 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.

As part of our assessment and monitoring arrangements all children are tracked every half term to ensure they are making at least expected progress and we are accelerating pupils to meet our challenging targets. The needs of socially disadvantaged children are closely and rigorously monitored alongside the needs of other vulnerable groups. Pupil premium children are named on the class planning so that provision and tracking for them remains a high priority and that teachers can ensure that everyone receives quality first teaching.

The school has an action plan for narrowing the gap between the attainment of FSM children and their non-FSM peers. This is regularly reviewed with evidence of the impact of our interventions. The pupil premium funding that is received by the school is used in a variety of ways in order to improve pupil attainment and to help overcome barriers to learning. We have utilised strategies from “Narrowing the gap” and the Sutton Trust EEF toolkit, which has been researched and analysed extensively, to inform us of the best ways to use this money. The list of planned interventions are published on our website.

The assessment data across the school is closely and rigorously monitored each half term and intervention groups are set up for under achieving children. These groups are responsive to changes in children’s accelerated progress and children can leave or join throughout the term. The impact of the groups is closely monitored using the assessment data gathered for each child and through professional discussion between the HLTA/adult leading the group and the Assessment and PP lead.

The teachers meet each half term with the Year leader to discuss the progress and the attainment of all children. These Achievement team meetings focus on sharing information and good practice in order to overcome the children’s barriers to learning and reflect upon the impact of provision that has been used to accelerate learning.

All our work through Pupil Premium will be aimed at accelerating progress to move children to at least age related expectations (ARE) in Reading, Writing and Maths. We will carefully consider the needs of each child to ensure that there is a balanced approach to the intervention groups that they are attending in one term.

The initiatives and intervention groups will be monitored at least every half term to ensure that the best approach for each child is used to accelerate their learning. These initiatives or interventions will fall into 3 categories: attainment and progress, attendance and behaviour, and emotional well-being.

More able FSM children will receive provision in line with other more able pupils throughout the school. Provision maps are kept up to date for each child to ensure that funding is spent on all pupil premium children. This spending includes interventions, clubs, school trips, provision of uniform, enrichment activities and play therapy.

## **Reporting**

It will be the responsibility of the Head Teacher, or the Deputy Head Teacher to include the following information in the annual data report for the Governors:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged children.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the children receiving a particular provision, when compared with other forms of support.

At the end of the academic year, the Governors 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 DfE.

### **Other related policies:**

**Active Learning policy**

**Attendance policy**

**Feedback and Assessment policy**

**Monitoring and Evaluation**

**Appraisal policy**