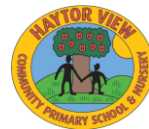


Haytor View Community Primary School & Nursery

Pupil Premium Policy 2016 - 2017



Learning together - enjoying success - aiming high - celebrating difference – enriching community

Principles

- To ensure that teaching and learning opportunities meet the needs of all of the pupils;
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are identified 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;
- Decisions concerning what disadvantage 'looks like' will be made by leaders of learning throughout the school.
- 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 in need of intervention and support;
- Pupil premium funding will impact directly upon provision and have strong links with needs analyses carried out at a whole school strategic level as well as on a class-by-class basis – these mechanisms will identify priority individuals, groups or cohorts and see developed provision as a result.

Aims

- Poverty, social or economic disadvantage will be an unreliable indicator of pupil outcomes within Haytor View.
- All our work through the pupil premium will be aimed at maintaining or accelerating progress, moving children to at least age related expectations or above and securing expected progress against national expectations.
- This may include targeting more able children, to ensure they reach their potential.

Background

- The current Ofsted evaluation schedule states that schools should 'identify and support pupils who have significant disadvantages so that their progress is maximised'.
- As a school, Haytor View Community Primary is committed to ensuring all children achieve the highest academic standards and any disadvantage emerging as a result of pupils' home circumstances is addressed as quickly and effectively as possible.

Provision

- Pupil Premium funding is spent in a number of ways at Haytor View Community Primary School.
- Significant funding is allocated to secure high quality Wave 1 teaching, to ensure all pupils in receipt of the PP have quality first teaching and direct teaching support to reach at least national standards of attainment in the core areas of reading, writing, spelling, grammar and punctuation and mathematics by the time they leave the school.
- Pupil Premium funds are used to provide teachers with fortnightly coaching sessions, focused on identifying children whose progress is causing concern, identifying next steps for action and/or provision;
- Pupil Premium funds are used to provide six weekly team coaching sessions, identifying common themes through the phase, preventing children from making progress, identifying solutions, informing provision;
- Pupil Premium funds may be used to purchase external advice in order to review provision for pupils in receipt of PP, identifying alternative support/provision;
- Pupil Premium funds are used for children to access small group or individualised tailored Wave 2 provision, where Wave 1 provision has not secured the expected progress;
- Pupil Premium funds are used to support children with challenges regulating their emotions in accessing Thrive assessment and direct support, in order to secure their effective engagement in the classroom;

- PP funds are also directed to other, less-tangible forms of support to ensure some of our most disadvantaged pupils are able to access the curriculum effectively e.g. provision of Parent Worker support for children and parents, lunch time support where there is a link between children's engagement with afternoon learning and lunchtime experiences, provision of DAF (1 and 2) where children's individual circumstances are acting as a barrier to learning and require wider consideration and parental engagement.
- PP funds are used to target children whose arrival at school can act as a barrier to accessing learning through late arrival, the provision of the Walking Bus targets children in receipt of pupil premium funding as a priority;
- Ultimately all funds, both those derived from the PP and those from the main school budget that supplement these, are used to ensure equity of experience and outcomes for the most disadvantaged children with their peers.
- Where resources are being allocated either internally or externally provided, children in receipt of Pupil Premium are given priority.
- Further PP funds are used to ensure pupils are able to play a full part in the life of the school, removing any differences in opportunity that might occur as a result of financial constraints. These differences may be material and directly linked to financial deprivation, or otherwise, for example differences in levels of resilience, perseverance as a result of broader deprivation of experience or opportunity.

Reporting

It will be the responsibility of the Phase Leader and Leader of Learning and Development, to review provision for pupils in receipt of pupil premium and impact of actions, producing a termly report for Governors as part of the Headteacher report outlining the school's progress on 'narrowing the gap' for socially disadvantaged pupils. The Headteacher will report to governors upon 'Pupil Premium' at each meeting of the Full Governing Body.

A governor, or governors, will be designated as 'Pupil Premium' governor and will meet with the Leader of Learning and Development on a termly basis to monitor provision and outcomes for disadvantaged children. They will support the understanding of the wider governing body as to the impact and effectiveness of the use of pupil premium funding throughout the year.

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

- The progress made towards narrowing the gap, for disadvantaged pupils compared with their non-disadvantaged peers nationally.
- An outline of the provision that was put in place to support the progress of disadvantaged children.
- 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.