

HYLTON CASTLE PRIMARY SCHOOL

PUPIL PREMIUM POLICY

Link governor(s): Caroline Comer

Policy written by: Lisa Wood

Date ratified by governors: January 2014

Reviewed (date): October 2016, October 2017, October 2018

Background

The Pupil Premium Grant is allocated by local authorities, or the DfE, to schools and academies with pupils between Foundation Stage 2 and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 FSM Pupils). Each of these pupils in primary schools attracted £623 in the financial year 2012-13 and this increased to £900 for the financial year 2013-14, which then rose to £1320 the following year and remains at this amount.

Other children who are eligible for the pupil premium grant are:

Disadvantaged Pupils	Pupil premium per pupil (2018– 2019)
Any pupil who: <ul style="list-style-type: none">• identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:<ul style="list-style-type: none">○ adoption○ a special guardianship order○ a child arrangements order (previously known as a residence order)• who has been in local authority care for 1 day or more• recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)	£2300*
Service children – pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

**Sunderland Local Authority currently release £1900 for each Looked-after child; additional money can be applied for if necessary*

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.

The targeted and strategic use of pupil premium will support us in achieving our overall vision.

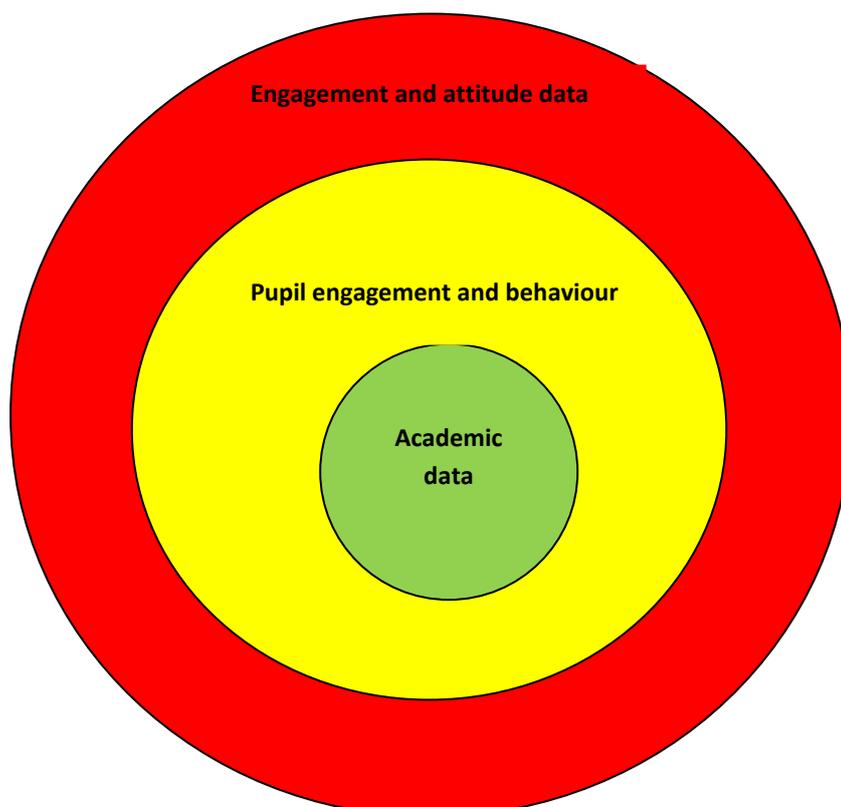
Principles

- Our school firmly believes that all children should receive the very best education in order for them to grow socially, spiritually, personally, emotionally and academically whether they receive Pupil Premium or not
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary aim is to ensure outstanding provision throughout the school, for all children
- The Senior Leadership Team will be responsible for Pupil Premium provision, under the leadership and guidance of the Headteacher, with specific delegated responsibilities taken by individual members (eg pupil progress, English and maths provision, welfare and inclusion support)
- 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 free school meals will be socially disadvantaged
- 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 the meals, but also therefore the additional 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
- 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 and experiences, 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 eg attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SEND 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 (eg Pupil Tracker, Pupil Progress Meetings)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including external evaluative material such as case studies, examples of best practice and visits to other settings, when choosing which of the following approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

Group	Examples
1 Family Engagement and Attendance	<ul style="list-style-type: none"> • Breakfast Club • Training and staff support for attendance initiatives (eg EWO support)
2. Pupil engagement and behaviour	<ul style="list-style-type: none"> • Educational visits, including residential trips (or pro rata contribution to the overall cost) • Welfare support from eg Mentors • Purposeful practice and positive play development (eg Playground Buddies at playtimes) • Monitor and mentor opportunities for pupils (eg office monitors, Playground Buddies)
3. Academic performance data	<ul style="list-style-type: none"> • Providing small group work with an experienced teacher focused on overcoming gaps in learning • 1-1 support from a specialist teacher or teaching assistant (eg LCC LST) • Additional group teaching and learning opportunities provided by trained TAs or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) • Staff CPD for high-impact interventions (eg feedback, questioning, conferencing, metacognitive activities)



Reporting

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

- An account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of the provision that was 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 welfare / academic measures depending on the intervention) ;

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 (e.g. Ofsted Reports)

Inclusion Statement

At Hylton Castle Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them. Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, which is anything that is additional to or different from what is normally available in schools in the area.

At Hylton Castle Primary School we undertake the duties, including in relation to **this policy**:

- Not to treat disabled pupils less favourably for a reason which relates to their disability
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To do our best by all disabled members of our school community in relation to the requirements of this particular policy

Equality & Diversity Statement

Hylton Castle Primary School fully recognises its duty to comply with equality and diversity legislation, and its Gender Equality Scheme sets out the school's aims in relation to equality and what it will do to ensure that equality is fully embedded in practice. The school fully acknowledges its responsibilities in terms of equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation and gender reassignment, including in relation to **this policy**.

Hylton Castle Primary School is firmly committed to equality and diversity, and when carrying out our functions, we shall have due regard to the need: to eliminate unlawful discrimination and harassment; to promote equality of opportunity between men and women.