



Pupil Premium Policy

Governor Review Date	Autumn 2017
Review Frequency	Annual
Date for Next Review	Autumn 2018
Head Teacher Approval	
Governor Approval	

What is the Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including special schools, pupil referral units (PRUs), and voluntary-sector alternative provision (AP)
- special schools not maintained by the local authority (NMSS)
- academies and free schools, including special and AP academies

In the 2016 to 2017 financial year, Caedmon Primary School received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Caedmon Primary School also received £1,900 for each pupil who has left local authority-care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to our school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

In the 2017 to 2018 financial year, Caedmon Primary School will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

The funding for pupils who have left local authority care or who have been/are in local authority care will remain the same as in 2016 to 2017.

The DfE has given our school the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. *'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

However, we recognise that we are accountable for the use of this additional funding.

Caedmon Primary School's Context

Caedmon Primary School serves an area of deprivation. The following is a summary of our school.

- 64.6% of pupils in the school are receiving free school meals (FSM) (September 2017)
- 0.33% of pupils in the school are looked after
- 66 % of pupils in the school who have received free school meals in one or more of the previous 6 years (FSM Ever 6)

Caedmon Primary School's Vision is:

At Caedmon Primary School, we are committed to being an open, supportive and professional team who are committed to ensuring that every child succeeds.

We aim to create a positive atmosphere of trust, mutual respect and high expectations between pupils, staff, parents and other professionals.

We are determined to ensure that we provide a happy, safe and calm environment where children behave well and develop into confident, creative and independent learners.

As well as all of the above, we want all of our children to develop the 'Caedmon Characteristics'.

Caedmon Characteristics

- Respect others
- Well mannered
- Friendly
- Happy
- Never give up
- Work hard
- Confident and try new things
- Well behaved
- Work well with others
- Enjoys and is interested in learning

Barriers to Learning

At Caedmon Primary School, we recognise that pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding at removing these barriers, we regularly take the following steps to identify our eligible pupils' barriers to learning:

- Learning walks;
- Pupil Premium student voice;
- Achievement and attendance analysis;
- Parent views;
- Keep a case study on three selected pupil premium children;
- Complete a barriers to learning audit and
- SLT, staff and governor views.

Our most recent audit revealed the following barriers for our pupils:

- Attendance;
- School readiness;
- Emotional well being;
- Homework.

Evidence Based Strategies

At Caedmon Primary School, we recognise that best educational practice is informed by research evidence. As such, in determining how to spend our school's pupil premium allocation, we refer to the following sources:

<http://educationendowmentfoundation.org.uk/toolkit/>

www.pupilpremiumawards.co.uk

We acknowledge the significant impact that highly effective teaching has on disadvantaged pupils and ensure that we invest our pupil premium funding into our relentless pursuit of consistently, excellent teaching and learning experiences for all of our eligible pupils. We are committed to ensuring that quality first teaching meets the needs of all learners, and aim to ensure that all teaching is never less than good and much is outstanding. Similarly, we recognise that our teaching assistants should be highly skilled and deployed in such a way as to meet the specific needs of individual pupils. Therefore, this investment comprises:

- High quality CPD for teachers;
- High quality CPD for teaching assistants, closely aligned to their specific role in school;
- Coaching and mentoring for staff at all levels;
- Peer to peer support programmes; and
- Additional staffing to facilitate the delivery of 1:1 and small group tuition.

In addition, we acknowledge that pastoral support is essential in ensuring our eligible pupils are 'school ready' each day so that they benefit fully from the high quality teaching and learning offered. This pastoral support comprises:

- A school attendance officer; and
- A school counsellor.

Roles and Responsibilities

Head Teacher/Pupil Premium Champion

The Pupil Premium champion at Caedmon Primary School is Colleen Robinson.

The head teacher's/Pupil Premium Champion's responsibilities comprise:

- A review and update of the Pupil Premium Policy on an annual basis;
- Ensuring that ALL pupils eligible for pupil premium funding are identified;
- Ensuring that ALL leaders/teachers and support staff are aware of who the pupils who are eligible for pupil premium funding are;
- Coordinating the annual identification of Caedmon Primary School's eligible pupils' barriers to learning;
- Analysing end of year achievement data for pupils eligible for pupil premium and determining priorities for improvement;
- Sharing priorities for improvement with Caedmon Primary School's governing body and contributing to pupil premium spending plans;
- Writing the school's pupil premium development plan;
- Monitoring the academic progress of pupils eligible for pupil premium on a half termly basis and sharing analysis with ALL stakeholders;

- Undertaking termly pupil premium learning walks and book scrutinies;
- Undertaking termly pupil premium progress review meetings with class teachers AND teaching assistants;
- Evaluating the impact of pupil premium spending on eligible pupils' achievement and sharing findings with ALL stakeholders;

Governors

The governors' responsibilities comprise:

- Holding the headteacher to account for Pupil Premium spending;
- Participate in the strategic planning of Pupil Premium funding;
- Monitoring and evaluating the impact of Pupil Premium funding;
- Monitoring and evaluating the quality of Pupil Premium provision.

Subject leaders' responsibilities comprise:

- Coordinating intervention timetables, ensuring that interventions are targeted to the identified needs of pupils eligible for pupil premium;
- Monitor the progress of Pupil Premium children half termly through book scrutinies;
- Holding others to account through staff appraisal for the progress of Pupil Premium children.

Class teachers' responsibilities comprise:

- Ensure planning provides appropriate challenge and support for Pupil Premium children;
- Maintain an awareness of who Pupil Premium children are;
- Liaise with subject leaders/Pupil Premium champion to discuss strategies for closing the gap between Pupil Premium children and others.

Teaching assistants' responsibilities comprise:

- Maintain an awareness of who Pupil Premium children are;
- Liaise with classroom teacher/subject leaders to discuss strategies for closing the gap between Pupil Premium children and others;
- Deliver interventions for Pupil Premium children based on need.

Identification of disadvantaged pupils

In order to ensure that Caedmon Primary School's vision is achieved, it is essential that all school leaders, teachers and support staff know who our disadvantaged pupils are. Therefore the following steps are taken to ensure ALL pupils eligible for pupil premium funding are identified (see appendix A):

- Caedmon Primary School's business manager will access the DfE's Key to Success website at the beginning of each term and obtain a list of pupils eligible for pupil premium funding;
- Caedmon Primary School's pupil premium champion shares the identified pupils names with teachers on a termly basis.
- Caedmon Primary School's pupil premium champion shares the identified pupils names with teaching assistants on a termly basis.

Achievement

The attainment and progress of pupils eligible for pupil premium funding is monitored on a half termly basis. The following steps are taken if a pupil is identified as not making sufficient progress:

- Pupil progress meeting between class teacher, relevant teaching assistant(s) and the pupil premium champion/head teacher to establish why each pupil is not making 'sufficient progress' and to develop a responsive action plan;
- Implementation of action plan;
- Subject leaders review progress towards achieving objectives in the action plan and modification to provision will be made, as required.

Intervention Impact Measurement

In order to ensure that Caedmon Primary School's pupil premium funds positively impact on eligible pupils' achievement, we recognise that it is essential to evaluate the effectiveness of any intervention, initiative or strategy that pupil premium funds. Therefore, the following steps are taken;

- The cost of each intervention, initiative or strategy is calculated, accounting for staffing and resources;
- The cost of the intervention, initiative or strategy is divided by the number of pupils, eligible for pupil premium, who have accessed it. This provides a 'cost per head' figure.
- The average progress (in points) for pupils eligible for pupil premium, who have accessed the intervention, initiative or strategy is calculated.
- The average points progress for each intervention, initiative or strategy is considered against the 'cost per head' and the number of pupils who have accessed it. Interventions, initiatives or strategies that are not successful are not repeated. Interventions, initiatives or strategies that are successful are repeated.

Accountability

The head teacher, school leaders, teachers and teaching assistants are all accountable for the performance of pupils eligible for pupil premium funding.

Pupil Premium report

Caedmon Primary School produce an annual Pupil Premium report, which complies with statutory requirements and is published on the school's website;

www.caedmonprimaryschool.co.uk

Every care has been taken in the compilation of this policy and the information provided is correct at the time of publication.

Any policies that have been referred to in this policy are available on the school website (www.caedmonprimaryschool.co.uk) or are available upon request from the school office.

Written information that is normally provided by the school can be provided in alternative forms.

