



The Leys Primary and Nursery School

Premium Policy February 2018

The Leys Primary and Nursery school currently has 458 pupils on roll (Reception - Yr 6) and 119 (26%) of these pupils are currently receiving pupil premium funding.

In the financial year 2017 - 2018 we received £166,320

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research has shown that these pupils underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their full potential.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed £1,320 to schools per pupil, based on the number of pupils registered for Free School meals at any point during the last 6 years (known as Ever 6).

The Pupil Premium also provides funding for children who have been looked after continuously (CLA) for more than six months and the children of service personnel. CLA children and children who have ceased to be looked after because of adoption or a special guardianship order are allocated £1,900 per year. Early Years Pupil Premium funding (EYPP) is available for pupils who attend our Nursery and we receive £300 per pupil per year. A separate action plan has been written for EYPP to show how the money is being spent and the impact of this spend. Children of service personnel are allocated £300 per child per year and a separate action plan is written for these pupils to show how their funding is spent and the impact of this spend.

At The Leys Primary and Nursery School we will be using the indicator of those eligible for Free School meals as our target pupils to 'diminish the difference' regarding attainment between pp and non pp pupils. The Government are not dictating how schools should spend this money, but the provisions that our school have implemented will



support the pupils to increase their attainment and 'diminish the difference' between pupil premium and non-pupil premium pupils.

Principles

- We ensure 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 therefore all pupils are equally valued whatever their social disadvantage. The school therefore uses the right to allocate pupil premium funding to any pupil that the school identifies as being socially disadvantaged.
- Pupil premium funding will be used to support pupils who are underachieving as well as the more able pupils who come from socially disadvantaged backgrounds.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. The needs of the individual are paramount.
- We are committed to meeting the academic, social and pastoral needs of all of the pupils.
- To diminish the attainment gap between socially disadvantaged pupils and those who are not socially disadvantaged.
- Systematically focus on giving children clear, useful feedback about their work, and ways that they can improve
- We actively involve parents and meet with them regularly throughout the year to discuss how we are supporting their child(ren) and how they too can support them further.



- The whole school community (including teachers and governors) are actively committed to ensuring that the learning and social needs of the pupil premium pupils are met.

Allocation of funding and provision

At The Leys Primary and Nursery school we have allocated the majority of our Pupil Premium budget to improving and supporting the teaching and learning throughout the school as well as focusing on the wellbeing of the pupils. In 2017 - 2018 the pupil premium budget was allocated to the following:

- Pupil Premium mentors in KS1, LKS 2 and UKS2 (who not only support pupils in class and with additional provisions, but who also run lunch time and after school clubs and support the attendance of the disadvantaged pupils).
- Pupil Premium teachers in K.S 1 and K.S 2
- Full time Speech and Language TA
- Full time Pastoral Support
- Full time Family Liaison worker
- After school tuition
- Counselling in Schools Service (outside agency)
- Financial support for residential trips.
- 1:1 support for a PP/SEN pupil
- Engaging in the 'Diminishing the Difference' project led by HfL.
- Purchasing chrome books for the learning mentors to help them support pupils.
- Subsidising costs to Manor Adventure, Wymondley Wood and swimming lessons for Year 4.
- Money available for class teachers to bid for to specifically meet the needs of individual children e.g. to attend after school science club, purchase a specific resource for a pupil etc

Pupil Premium Review

In June 2017, a full days review of the impact of the pupil premium grant was evaluated by HfL (Herts for Learning). The outcome of the review highlighted that the school was using the PPG effectively.

- During this visit, the review team checked whether the information published on the school's website meets statutory requirements. They met with the headteacher and



the PPG lead to discuss the school's use of the PPG and its impact and to discuss current assessment information.

- The review team scrutinised a range of documentation including: the school's PPG strategy; 'Assessment Manager 7' (AM7) reports of the attainment and progress of disadvantaged pupils and other non-disadvantaged pupils in the school; evaluations of the impact of a wide range of additional academic support, pastoral support and enrichment opportunities; attendance analyses; a breakdown of the 2016-17 PPG expenditure; the 2017-18 planned expenditure; provision maps; records of a wide range of monitoring including lesson observations; minutes of a meeting of the full governing body and records of their visits; recent reports of visits by the school's Hertfordshire Improvement Partner (HIP).
- The review team, headteacher and pupil premium lead carried out a brief PP focused learning walk.
- The review team and the PP lead discussed current assessment information and the current school self-evaluation in relation to disadvantaged pupils.
- The review team talked to a group of disadvantaged pupils from Key Stages 1 and 2.
- The review team scrutinised a range of work from disadvantaged pupils across the school.
- The review team met with two teaching assistants who work with disadvantaged pupils.
- The review team met with the governor who has responsibility for pupil premium
- The headteacher and review team met at various points to provide an opportunity to confirm findings, clarify any outstanding points and hear some early feedback.
- The review team met with the headteacher, the PP governor and the PP lead to discuss the governors' role in monitoring the impact of the PPG and to give feedback on the day's activities.
- The review team have offered advice to the headteacher, the PP lead and the PP governor to refine the school's PPG strategy. The review team are pleased to critique any future revised documentation.

The school are going to conduct their own internal review of the actions set following last year's external review in June 2018.

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teaching communicate effectively.
- To provide high quality intervention across all phases.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
- Provide support for parents.
- Tailoring interventions to the needs of the child.
- Recognising and building on children's strengths to further boost confidence.



Reporting

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to diminish the achievement gaps of our pupils. We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on our school's website. Section 9 of this regulation requires schools to publish '*The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated*'

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and diminish the attainment gaps for our pupils.

❖ The Head and SLT

Ms Humphries (Head) and Mrs Etienne (Deputy Head/Pupil Premium lead) are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in diminishing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure that diminishing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head/Pupil Premium lead to provide the following information to Governors on a termly basis or in the annual report:

- The progress made towards diminishing the gap for disadvantaged pupils.



- An outline of the provision that is being implemented to diminish the attainment gap.
- 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.

Pupil Premium is discussed at all *Governor FGB* meetings.

- Mrs Etienne has day to day responsibility for co-ordinating the implementation of this policy and monitoring outcomes.
- Mrs Fonseca will monitor the use of the Pupil Premium to track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money.

❖ Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classroom which enables pupils from disadvantaged backgrounds to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and diminish the gaps.



❖ Governing body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for diminishing the gaps is implemented. Phil Bibby (governor) is responsible for ensuring the implementation of this policy. Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc) data as evidence of impact.

Monitoring and reviewing the policy

Our work in relation to the Pupil Premium will be reviewed on a termly basis (and if needed on a half termly basis, especially for classes who are part of 'The Team Around the Cohort') to ensure that it is having the intended impact in diminishing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. Our Pupil Premium policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in diminishing the gaps. We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using are having the desired effect. In order to do this effectively, we will where relevant undertake on-going evaluations of the strategies we are using. Our annual review will involve staff, pupils, governors and parents/carers.

Disseminating the policy

This Pupil Premium policy along with the details of actions will be published:

- On our website (with paper copies available on request in the school office)
- In the staff handbook and as part of induction for new staff.
- As a summary in the school brochure.

We will also use the other methods and occasions such as parents' evenings to share information about the Pupil Premium.



Accountability

How are schools accountable for how they use the Pupil Premium?

A number of measures have been introduced to secure accountability, including:

- Performance tables that clearly show the attainment of PP and FSM (free school meals) and LAC pupils compared to their peers.
- Increased attention to whether schools are using their Pupil Premium effectively as part of Ofsted inspections.
- Progress on 'diminishing the gap' is monitored by the SLT, MLT and reported and discussed with the School Improvement Partner as well as the Governors.
- Schools are required to publish online specific information about the Pupil Premium so that parents/carers and others have access to meaningful and appropriate information.

Appeal

Any appeals against this policy will be through the Governor's Complaints Procedure

Review

This policy will be reviewed in February 2019