



Pupil Premium Policy

Committee with oversight for this policy – Curriculum & Standards	
Policy to be approved by the Full Governing Body	
Policy last reviewed by the Curriculum & Standards Committee	16/11/16
Policy last ratified and adopted by Full Governing Body	07/12/2016
Policy / Document due for review	12/2019

North Ealing Primary School

Pupil Premium Policy

Background and legal context

The most important factor in predicting a child's future academic attainment is prior learning. The next most important factor is the correlation between poverty and poor educational performance. Deprivation is associated with other factors which can also impact on children's outcomes. These include ill health; family stress; low levels of parental education and parental involvement as well as low aspirations.

At North Ealing there is in consequence a gap between the attainment of pupils from a deprived background and others at different educational stages. The Government has given extra funding in order to support the school in closing the gap. The funding was introduced in April 2011 and has increased each year (in 2016 it stands at £1323 per pupil/ £1900 LAC/adopted). Entitlement to free school meals (FSM) is used as an indicator of deprivation. The funding is allocated accordingly but now includes any child who has achieved free school meals in the last six years. (They are called Ever6 FSM). Schools also receive funding for children who have been looked after (LAC - for whom the Local Authority is responsible).

The Department for Education has stated that schools 'are free to spend the pupil premium as they see fit.' However as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The new OFSTED framework under which the inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium grant (PPG).
- Various relevant case studies
- The annual reports to parents that schools are required to publish on line.

Principles

- Expectations are high for all pupil groups and individuals. We do not necessarily equate deprivation with low ability and low standards.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on progress and achievement.
- In providing support we will not socially isolate pupils. Therefore it is likely that all groups receiving support will be a mix of Disadvantaged and Non – Disadvantaged pupils.

Roles and Responsibilities

- The Governing Body will approve the overall strategy for deploying pupil premium funding prepared by the Head teacher and presented in the school improvement plan (SDP).

- The Governing Body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Chair of the Resources Committee is the governor designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.
- The Chair of the Curriculum and Standards Committee is the governor designated to evaluate the impact of increased support on the achievement of targeted pupils.

Headteacher and SLT

- In North Ealing School the Head teacher retains overall responsibility for leading the pupil premium strategy.
- The SLT responsible for data will be responsible for producing reports for the governing body showing the progress made by socially disadvantaged pupils and projections for each academic year.
- The SLT responsible for data will produce targets for reducing the gap between pupil premium pupils and their peers over three years.
- The Head teacher will have overall responsibility for evaluating the impact of the programme.

Phase Leaders and SENCo

- Phase leaders are responsible for the progress of all pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.

All staff

- All staff are expected to have an in depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who have multiple barriers to learning (SEN, EAL, PPG) and those who qualify for additional funding through the pupil premium grant.
- Class teachers are responsible for the progress made by all the pupils.
- All staff will give pupils clear feedback that helps pupils to improve their work.

Evaluating impact

Short term

- The school has an effective strategy for supporting pupil premium pupils and there will be a strong commitment to this strategy by all stakeholders.
- Resources will have been made and appointments made so that actions in School Development Plan are being implemented.
- 1:1 programmes, Read Write Inc, The Big Write, Guided Reading, Speech and Language Groups, Success@ arithmetic and First Class at Maths will all have an impact, as will the use of P2B for emotional support for children, in deciding how to implement funding.

Medium Term

- As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.

- Evaluation through scrutiny of pupil's work and lesson observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.
- Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

- The progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils
- The attainment gap – accelerated progress will result in closing the gap in grades/levels.