

# Federation of Follifoot & Spofforth CE Primary Schools

## Premiums Policy – Covering Pupil Premium and PE Premium

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### Policy Aims

The targeted and strategic use of Pupil Premium (PP) and PE Premium will support us in achieving our aim of helping pupils work towards achieving their potential, be effective independent confident learners who are well prepared for next stages in their learning. We do this by:

1. Ensuring we have a strong consistent learning culture that promotes great value on learning and develop essential learning skills including reflection and resilience.
2. Assuring the best possible delivery of learning experiences in and beyond the classroom.
3. Having a range of group and individual strategies designed to support those with identified needs.
4. Offering a rich and relevant range of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

The governing body recognises the importance of maximising this funding and ensuring its impact. Through general newsletters, the school website and individual letters and conversations with the Head teacher families are made aware of the free school meal scheme and the associated PP funding attached. As with such personal matters this is always treated sensitively and with consideration to families personal circumstances and feelings.

## **Pupil Premium (PP) Funding**

Pupil Premium funding is allocated funding for children from low-income families based on those pupils who are eligible for free school meals, looked after children, children adopted from care and those from families with parents in the Armed Forces.

*'This is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.'*

[www.gov.uk](http://www.gov.uk)

In the 2016 to 2017 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

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

Schools will receive £1,900 for any pupil:

- identified in the January 2016 school census or the alternative provision census as having left local-authority care as a result of one of the following:
  - 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)

The hyper link below provides a link to a short video from the Education Funding Agency (EFA) answers some of the most common questions regarding pupil premium.

<https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>

## **Pupil Premium Principles**

- All matters regarding pupils in receipt of pupil premium are treated confidentially and sensitively.
- The impact of strategies must be demonstrated.
- A strong and consistent learning culture promotes the message that everyone can achieve and progress.
- We ensure teaching and learning opportunities meet the needs of all learners.
- We ensure that appropriate provision is made for disadvantaged or vulnerable individuals and groups. This includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- A strong and secure understanding of the barriers that pupils and their families may face is the starting point for the planning of provision.
- Funding will be allocated following needs analysis which will identify priorities.
- Not all pupils who are disadvantaged are in receipt of free school meals. Funding will maximise the opportunities for those who attract the PP funding.
- Where approaches can be used to maximise the impact of funding beyond those who attract it, it will be used to impact beyond the identified group.
- Approaches will always aim to be sustainable and impact as widely as possible while always targeted the specific need of the pupil(s).

## **Pupil Premium – Summary of Barriers**

The list below represents a summary of the main barriers as identified by staff, parents and pupils. This list is not exhaustive neither does it apply to every child in receipt of pupil premium.

It represents a starting point for consideration of how best to support pupils in receipt of pupil premium. Barriers identified may also apply to pupils who are not in receipt of pupil premium. Appropriate support will be provided to all pupils.

- Poor levels of punctuality.
- Poor attendance / persistent absenteeism (below 90% attendance).
- Readiness and preparation to learn, physically, practically and emotionally.
- Under developed growth mindset – self-confidence and self-belief.
- Support and appropriate working conditions to effectively enable learning beyond school completing homework and home learning tasks.
- Communication between home and school.
- Motivation and drive.
- 'Gaps' in learning as a result of time not in school or having transferred between schools.
- Unsecure fluency of 'basic skills'.
- Wider experiences, wider opportunities.
- Development of vocabulary and language.
- Exposure and access to high quality books.
- Experience of a range of positive peer role models to aspire to and to provide coaching and or mentoring.
- Ability to reflect and evaluate their own learning self-motivating themselves to improve.
- Low aspirations based on immediate experience.
- Not fully 'seeing' value in strong primary education foundation and the importance of this for future learning.
- Self-motivation and drive.
- Organisational skills.

## **Service Premium**

At present neither school has any pupils in receipt of the service premium.

## **Pupil Premium Provision**

The range of provision across the federation may include:

- Provide training for staff to enable them to best meet the needs of learners.
- Providing small group work with an experienced teaching assistant or teacher, focussed on overcoming gaps in learning.
- Reducing class sizes or providing additional teachers to larger classes.
- Additional teaching and learning opportunities provided through trained TAs, teachers or external agencies.
- Acquiring effective materials aimed at raising standards, particularly in reading, writing and mathematics e.g. (reading books, 'Read Write Inc', maths resources Numicom and 'First Class @ Number' resources).
- Pastoral work which undertakes work to raise self-esteem, extend children's personal skill set and support children to make appropriate choices in order to maximise learning opportunities.
- Pastoral work undertaken to ensure excellent attendance and punctuality.
- Tutoring beyond the school day.
- Out of hours and enrichment to ensure that children are given a full opportunity to develop other talents in sport and creativity to also improve self-confidence and motivation for school.
- Provide part or full funding in order that pupils can fully participate in all aspects of curricular and extracurricular 'school life'.
- Contribute towards appropriate leadership and management of this area of school development.

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this may be through targeted literacy and numeracy support or initiatives to promote children's engagement in learning.

## **PE Premium**

PE Premium is funding to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport – is allocated to all primary schools providing a dedicated resource to increase PE and school sport provision in schools.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools.

Each primary school receives £8000 plus £5 per pupil annually.

## **PE Premium Provision**

The range of provision across the federation may include:

- Funding of courses and associated supply cover to increase the skills and confidence of staff members to deliver high quality PE and school Sport.
- Funding of sport specialists to work alongside (team teaching) classes and groups.
- The purchase of new or additional resources to facilitate the delivery of high quality learning in PE by providing, where appropriate, resources for every pupil in lessons (e.g. tennis racket and ball for each child taking part).
- Fund the cost of supply cover to allow release time for PE leader to work on aspects of curriculum and training which will impact on the quality of PE and school sport.
- Meet the cost of quality resources to support the planning and delivery of high quality PE and school sport.
- Cost of transport to facilitate opportunities to compete.
- Hire of facilities to improve the delivery of high quality PE and school sport.
- Fund opportunities that broaden the range of PE and school sport opportunities for pupils and develop positive attitudes to physical activity.

## **Monitoring & Evaluation**

High quality effective monitoring and evaluation of the impact of premiums funding is essential in order that the schools maximise the benefits of this funding. The schools have strong and effective electronic tracking systems that allow leaders including governors to track each pupil premium and compare them against the rest of the cohort as well as PP pupils nationally at points of national comparison (EY, Yr1 Phonics, end of KS1 and end of KS2).

Each termly HT data summary contains detailed analysis of the attainment and progress of PP pupils. Each class teacher maintains a detailed summary analysis of strategies and impact. Each term pupil progress conferences focus on the attainment and progress of all pupils with detailed discussion in relation to pupil premium pupils.

The impact of PE premium spending is captured in a variety of ways including;

- Learning walks of PE lessons
- Staff and pupil interviews
- Analysis of information in relation to participation in sport – clubs and competitions

## **Reporting**

It will be the responsibility of the Head teacher, or a delegated member of staff, to produce reports for Governors on:

- The progress made towards narrowing the gap for socially disadvantaged pupils The progress made towards narrowing the gap for children who are entitled to the Premium
- An outline of the provision in place at the school
- An evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision.
- This will be via an annual report in the Autumn term summarising progress of all PP cohorts and individuals and their progress over the previous academic year.
- The Governors of the school will ensure that there is an annual statement to parents on how the premiums funding has been used and the impact it has had.
- The governors will ensure the HT meets the necessary statutory duties with regard to publishing the relevant information regarding premiums on the respective school websites. This will be updated at least annually.

## **Review**

This policy will be reviewed every two years unless any changes require it to be earlier.