

# **Stanford Infant School**



## **Policy on the use of Pupil Premium Funding**

## 1. Statement of Intent

The Staff and Governors of Stanford are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that they all make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

The Pupil Premium Grant (PPG) was created to provide funding for three key areas:

1. Raising the attainment of disadvantaged pupils and closing the gap with their peers;
2. Providing funding for Looked After Children (LAC) and Previously Looked After Children (PLAC);
3. Supporting pupils with parent/carers in the armed forces.

We recognise that the Pupil Premium Funding is allocated to children in receipt of the Pupil Premium and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this, we also acknowledge that not all pupils in receipt of the Pupil Premium are socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

## 2. Vision

At Stanford Infant School we celebrate  
friendship, respect, excellence and courage.

Our safe and happy learning environment engages, challenges and inspires our learners at the beginning of a journey of learning forever.

*'Exploring and Learning Together, Inspiring Each Other'*

## 3. Legal Framework

- 3.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Pupil Premium 2018 to 2019: conditions of grant';
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children';
- NCTL and TSC (2018) 'Effective pupil premium reviews';
- MoD (2018) 'The Service Pupil Premium: what you need to know'.

## 4. Pupil Premium Funding Allocation Rates

4.1 For the academic year 2018 to 2019, grant allocations are as follows for eligible disadvantaged pupils and service children:

<b>Type of Pupil</b>	<b>Allocation</b>
<b>Pupils recorded as 'Ever 6 FSM'</b> Pupils in year groups Reception to Year 6 recorded as Ever 6 Free School Meals	£1,320
<b>Looked After Children (LAC)</b> Looked-After Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English Local Authority	£2,300
<b>Post Looked After Children (PLAC)</b> Children who have ceased to be looked after by a Local Authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
<b>'Ever 6 Service Children'</b> 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

## 5. Objectives

- 5.1 To provide additional educational support to raise the achievement of pupils in receipt of the Pupil Premium;
- 5.2 To narrow the gap between the educational achievement of these pupils and their peers;
- 5.3 To address underlying inequalities, as far as possible, between pupils;
- 5.4 To ensure the Pupil Premium Grant reaches the pupils who need it most;
- 5.5 To make significant impact on the education and lives of these pupils;
- 5.6 To work in partnership with the parents/cares of pupils to collectively ensure pupils' success.

## **6. Our Strategy for Success**

- 6.1 We will maximise the use of the Pupil Premium Grant by:
- Ensuring Pupil Premium Grant funds can be identified in the school's budget;
  - Consulting with Governors, Staff and Parents/Carers when deciding how funds are spent;
  - Assessing individual provisions required for each pupil in receipt of the Pupil Premium Grant.

## **7. Use of the LAC and PLAC Premiums**

- 7.1 The LAC Premium is managed by the designated Virtual School Head (VSH);
- 7.2 The premium will be used for the benefit of a pupil's educational needs as described in their Personal Education Plan (PEP);
- 7.3 To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible;
- 7.4 The LAC Premium will be used to facilitate a wide range of support for LAC;
- 7.5 The designated teachers and carers will work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil;
- 7.6 The designated teacher will work with the VSH to ensure that all available funding is spent;
- 7.7 PLAC Premium is allocated directly to the school;
- 7.8 LAC Premium and PLAC Premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs;
- 7.9 The school will explore evidence-based summaries of the use of the Pupil Premium, such as the Education Endowment Foundation's (EEF's) Teaching and Learning Toolkit, to determine best use of the funding;
- 7.10 The EEF's Families of Schools Database will be consulted to learn about effective practice in similar schools;
- 7.11 The school will focus on approaches that:
- Are individually tailored to the strengths and needs of each pupil;
  - Are consistent (based on agreed core principles and components) but also flexible and responsive;
  - Are evidence-based;
  - Are focused on clear short-term goals providing opportunities for pupils to experience success;
  - Include regular, high-quality feedback from teaching staff;

- Engage parents/carers in the agreement and evaluation of support arrangements (e.g. via the PEP);
  - Support pupil transition through the stages of education, e.g. from Infant to Junior);
  - Raise aspirations through access to high-quality educational experiences;
  - Promote each pupil's awareness and understanding of their own thought processes (metacognition) and help them to develop problem-solving strategies;
- 7.12 The school will choose approaches that emphasise:
- Relationship-building, both with appropriate adults and their peers;
  - An emotionally-intelligent approach to the setting of clear behaviour boundaries;
  - Increasing pupils' understanding of their own emotions and identity;
  - Positive reinforcement;
  - Building self-esteem;
  - Relevance to the learner – the approach relates to pupil's interests and make success matter to them;
  - A joined-up approach involving the pupil's social worker, carer(s), VSH and other relevant professionals;
  - Strong and visionary leadership;
  - A child-centred approach to assessment for learning.

## **8. Provision**

Stanford Infants is committed to excellence and the continuation of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. This is in our 'Whole School Provision Map'.

## **9. Rationale for Decisions about Provision**

- 9.1 The rationale for resource deployment is decided by the school, based on the principles stated in our provision map. These are:
- Effectiveness and impact so that progress and achievement is maximised for every pupil;
  - Flexibility;
  - Fitness for purpose;
  - Value for money acknowledging appropriate accountability;
  - Equity;
  - Inclusivity.
- 9.2 Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of the Pupil Premium Grant who need extra support; however, this provision may well also include other children who have been identified as 'vulnerable'. Such decisions will be at the Head Teacher's discretion.

- 9.3 The School's Leadership Team, through Year Group Leaders will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed-point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The Inclusion Leader is also involved in this process.
- 9.4 We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment.
- 9.5 When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:
- 9.6 The school may utilise the following interventions:
- Providing one-to-one and small group work with experienced teachers to address specific knowledge or skills gaps;
  - Creating additional teaching and learning opportunities using Teaching Assistants;
  - Targeting English and Maths in pupils who are below age-related expectations;
  - Allocating funds to enable these pupils to participate in extra-curricular activities;
  - Targeting pupils who require additional help to achieve age-related expectations.

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree this following discussion and advice from colleagues and other relevant sources.

## **10. Use of the Service Pupil Premium**

- 10.1 The SPP is provide to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.
- 10.2 The school may use the SPP for:
- Providing pastoral support in the form of counselling, nurture groups, clubs, etc;
  - Improving the means and communication between the pupils and their deployed parents/carers;
  - Helping the pupils to develop scrapbooks and diaries that cab be shown to parents/carers on their return;
  - Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.

## **11. Accountability**

- 11.1 Ofsted Inspections will report on the progress and attainment of disadvantaged pupils in receipt of the PPG at the school;
- 11.2 The school will publish its strategy for using the Pupil Premium on the School Website.

## **12. Reporting**

- 12.1 The Head Teacher will report annually to the Governing Board and parents/carers regarding how effective PPG spending has been and what the impact has been made;
- 12.2 This report will follow DfE and LA Guidelines and will detail the following:
  - The school's total pupil premium allocation for the preceding school year;
  - The number of pupils who received pupil premium funded support;
  - The value of the premium to each pupil;
  - The range of intervention support funded by the pupil premium and the cost of each type of intervention;
  - A statement on the impact of each intervention programme in each year group for those children receiving it and with illustrative data on pupil progress where this exists;
  - An indication on how the pupil premium will be spent in the forthcoming year and the rationale for these decisions;
  - When available from the DfE, comparative data showing our school's progress relative to other schools nationally through the national data.
- 12.3 The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the Head Teacher and the Governing Board;
- 12.4 Information regarding the PPG spending will be published on the School Website.

## **13. Monitoring and Evaluating Provision**

- 13.1 Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact are evaluated termly usually through year group attainment and progress meetings or through the twice yearly. Additional Needs Reviews held between the Inclusion Leader and each Class Teacher.

13.2 In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents/carers and other professionals who may be involved;
- Examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- Anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

13.3 The Governors' Outcomes for Pupils Working Party will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

## **14. Review**

This policy will be reviewed every 3 years as part of the school's cycle. However, this can be sooner to reflect new information or changes as to what is required.

Written by Madeleine Denyer - March 2019

Agreed by Staff on: 19.03.19

Ratified by Governors on: 21.03.19

To be reviewed annually