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Determined to show compassion for those around us and develop a community that embraces justice and peace.

The Magdalen Church of England / Methodist Primary School



Pupil Premium Policy

2020 - 2021

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The Magdalen Primary School

Pupil Premium Policy

2020 - 2021

Vision:

We aim to enable every child to fulfill their learning potential, with education that meets the needs of each child and to help every child to develop the skills, knowledge and personal qualities for life and work.

Purpose:

Pupil Premium was introduced in April 2011 and is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. Pupil Premium is in addition to main school funding and is believed to be the best way to address the current underlying inequalities between children socially disadvantaged and their peers by ensuring that funding to narrow the gap reaches the pupils who need it most.

PPG provides funding for two purposes:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

Funding:

The PPG per pupil for 2020 to 2021 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,345
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	£1,900
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.	£2,345
Service children - 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



Eligibility:

3.1 Ever 6 FSM:
The pupil premium for 2020 to 2021 will include pupils recorded in the January 2018 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2019.

3.2 Children adopted from care or who have left care:
The pupil premium for 2020 to 2021 will include pupils recorded in the January 2019 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post LAC in these conditions of the grant.

3.3 Ever 6 service child
For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2019 school census. The Government is confident that schools will identify the most effective way to raise the attainment of their disadvantaged pupils. So, schools are free to spend the money in the best way they see fit. However they will be held accountable for how they have used the additional funding.

Accountability:

In September 2012 schools were required to publish online information about how this funding is being used. We must ensure that Pupil Premium funding is not simply absorbed into our mainstream budgets but is carefully targeted at designated children. The Magdalen Primary School will demonstrate accountability through:

- Termly data monitoring
- The performance tables which show the performance of disadvantaged pupils compared with their peers (within our school, locally and nationally)
- The new Ofsted inspection framework and auditing tools, which focus on the attainment of pupil groups, in particular those who attract Pupil Premium
- The new reports for parents that schools have to publish online

Principles:

- We will ensure that teaching and learning opportunities meet the needs of all of our pupils including higher attaining children.
- We will ensure that appropriate provision is made for the pupils who belong to vulnerable groups, 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 attract Pupil Premium funding are socially disadvantaged.

- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for FSM.
- We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that we have legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Flexibility and availability of resources will mean that not all children attracting funding will be in receipt of interventions at any one time

Provision:

To ensure that all children have the opportunity to achieve their full potential we may consider the following range of provision:

- Smaller class sizes
- Small group work with experienced teachers to support Quality first Teaching
- Specific or specialist equipment
- Teaching and learning opportunities provided through trained Teaching Assistants and external agencies
- Pastoral work to raise self-esteem, motivation and extend personal skills
- Out of hours enrichment to develop other talents for example; sports and creativity

Monitoring and Evaluation:

Proper monitoring of Pupil Premium involves a wide range of data being looked at to ensure that the provisions put in place are being effective. This may include achievement data, pupils' work, observations, case studies and the views' of pupils and staff. Effective monitoring ensures that interventions and approaches can be adapted quickly if they are not working. Effective evaluation of pastoral interventions for issues such as behaviour or attendance is also crucial.

Reporting:

It will be the responsibility of the Headteacher to produce a report to the Governors each term. This will include:

- Data monitoring
- Progress made towards narrowing the gap for socially disadvantaged children
- An outline of provision made since the last meeting
- An evaluation of progress in relation to cost
- The Designated Pupil Premium Governor will ensure that Pupil Premium reporting is made known to the Governing Body
- The Governing Body will ensure that an annual report is produced and published on the school website to demonstrate how the Pupil Premium Funding is being utilised to enhance opportunities, achievement and outcomes of those children.

Senior Leader Responsibility:	Headteacher, Mr. Gareth Smith
Governor Responsibility:	Mrs. Susan Alldread

SPENDING THE PUPIL PREMIUM SUCCESSFULLY TO MAXIMISE ACHIEVEMENT

The Overview:

Where schools spent the Pupil Premium funding successfully to improve achievement, they shared many of the following characteristics.

They:

- Carefully ring fenced the funding so that they always spent it on the target group of pupils
- Never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
- Thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
- Drew on research (such as Sutton Trust toolkit 4) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
- Understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- Allocated their best teachers to teach intervention groups to improve mathematics and English, or employed new teachers who had a good track record in raising attainment in those subjects
- Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
- Made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve
- Systematically focused on giving pupils clear, useful feedback about their work, and ways that they could help improve it
- Ensured that a designated senior leader had a clear overview of how the funding was allocated and the difference it was making to the outcomes for pupils
- Ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress
- Had a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website
- Provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
- Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for Pupil Premium in performance management meetings
- Thoroughly involved governors in the decision making and evaluation process
- Were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

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<u>Where schools were less successful in spending the funding:</u>

They tended to have at least some of the following characteristics.

They:

- Had a lack of clarity about the intended impact of the spending
- Spent the funding indiscriminately on teaching assistants, with little impact
- Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective
- Did not have a good performance management system for teaching assistants and other support staff
- Did not have a clear audit trail for where the funding had been spent
- Focused on pupils attaining the nationally expected level at the end of the key stage (Level 4, five A* to C grades at GCSE) but did not go beyond these expectations, so some more eligible pupils underachieved
- Planned their Pupil Premium spending in isolation to their other planning, for example, it was not part of the school development plan
- Compared their performance to local rather than national data, which suppressed expectations if they were in a low performing local authority

The Pupil Premium: How Schools are Spending the Funding Successfully to Maximise Achievement (Sutton Trust) www.suttontrust.com/research/teaching-and-learningtoolkit-july-2012/

<u>THE MAGDALEN PRIMARY SCHOOL KEY PRINCIPLES FOR USING PUPIL PREMIUM:</u>

1. The Magdalen Primary School has an academy wide commitment to raise achievement for pupils who are eligible for Pupil Premium and knows these pupils must make faster progress than non-eligible pupils and is determined to achieve this.

2. The Magdalen Primary School never confuses eligible pupils with low ability and strives to 'bring out the best' in this group of pupils and support them to achieve the highest levels.

3. The Magdalen Primary School creates an overall package of support aimed to tackle the range of barriers including; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first hand experiences and development of literacy and numeracy skills.

4. The Magdalen Primary School uses assessment systems to track and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and why.

5. The Magdalen Primary School directs resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.

6. The Magdalen Primary School uses data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.

7. The Magdalen Primary School ensures class teachers, phase leaders and subject leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the academy.

8. The Local Governing Body is ambitious for pupils and closely monitors the academy's effectiveness in closing the gap between different groups of pupils.

Agreed and approved: September 2020

Review: September 2021

Pupil Premium School Published Information:

https://www.magdalenwainfleet.co.uk/pupil-premium/113.html