



Growing at Meadowside Primary School

Pupil Premium Policy 2018-2019

EQUALITY DUTY

At Meadowside School we want everyone to reach their full potential and to ensure that all members of our community are treated fairly in all situations.

The Equality Act provides us with a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people

Pupil Premium Policy

Philosophy:

At MEADOWSIDE PRIMARY SCHOOL the spiritual, social, moral and cultural (SMSC) development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone, irrespective of gender, race or culture, should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

What is Pupil Premium:

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After, pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children). Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. From April 2014, the allocated money for Pupil Premium Pupils is as follows: Children Looked After and those on Pupil Premium Plus receive £1900 a year, Military children £300 a year and all other Pupil Premium children receive £1320 a year. This additional funding is given to publically funded schools in England with the ultimate aim to raise the attainment of these pupils and to close the gap between them and their peers. High expectations and consistency of progress and achievement for all pupils is our key aim this year for all our pupils, irrespective of gender, race, culture or socio-economic background, and this is enhanced further by ensuring Pupil Premium planned spending for the upcoming year is used to maximum effect.

We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils.

Pupil Premium at Meadowside Primary School

Total number of children on role	389
Total number of children eligible for PP	80
Total amount of PP received	£125,100

MEADOWSIDE PRIMARY SCHOOL PUPIL PREMIUM ETHOS AND AIMS:

- Meadowside Primary will adopt a whole school approach with all staff being empowered and accountable for our pupil premium pupils. The Pupil Premium Lead, Mia Lewis, will strategically lead pupil premium and ensure Pupil Premium interventions and strategies have a direct impact on raising standards.
- Quality First Teaching will be an expectation for all our pupils to ensure universal whole school strategies are employed to close the gap. Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Bespoke and personalised interventions will be implemented to target individual pupils to build upon the rising standards as a result of high quality teaching and learning occurring across the school.
- Pupil premium funds will be ring fenced to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.
- Direct involvement by all stakeholders, including members of the AIB (Academy Improvement Board).
- The AIB will be fully involved in the monitoring and evaluation of the Pupil Premium interventions, analysis and value for money.

MEADOWSIDE PRIMARY SCHOOL CONTEXTUAL INFORMATION:

Impact Pupil Premium Interventions and Strategies for 2018 to 2019:

Impact will be measured using key performance indicators including KS1 SAT and KS2 data, Year 1 phonic test results, in school assessment data, attendance and punctuality data and provision management data.

Our plans are adapted throughout the year according to pupil need and so our final spend is expected to vary slightly.

Additional Information:

Our Pupil Premium lead is Mia Lewis and the Head Teacher of school will directly oversee Pupil Premium in Meadowside Primary School.

Key aims and principles of Pupil Premium Meadowside Primary School

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HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM:

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and AIB.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

DEVELOPMENT OF THE POLICY:

This policy has been shared with staff, governors, parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

ROLES AND RESPONSIBILITIES:

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

THE STAFF ACCOUNTABLE FOR PUPIL PREMIUM.

The Head teacher and Senior Leadership Team are responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils. The SLT team and Head teacher will ensure that all staff are aware of their responsibilities in narrowing 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 teacher appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

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 classrooms which enable pupils from disadvantaged backgrounds to thrive,
- Plan and deliver curricula and 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 narrow the gaps.

Pupil Premium Provision and practices;

MEADOWSIDE PRIMARY SCHOOL has a Pupil Premium Register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data. This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are. PP is an agenda item at every weekly Phase meetings, AIB meetings and finance meetings to ensure it remains a high profile at all times. During these times, interventions and provisions are discussed, renewed and analysed for impact. The SLT team, along with the school Business Manager evaluate value for money through the scrutiny of analysed data, as well as additional evidence, which demonstrates the positive impact of our interventions. In addition to this, every set, class and faculty department are presented with context sheets on a termly basis whereby all vulnerable group children are clearly shown and these include all areas of PP. This ensures identification of every PP child within each of the teaching groups enabling teaching staff to provide specific tailored interventions.

PUPIL PREMIUM PROVISION AND INTERVENTIONS:

No one child is the same and thus this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'narrowing the gap' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupil premium pupils, in addition to and in different ways from our other intervention programmes. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which are directly matched to their needs.

Funding for Benefit for every child:

Inclusion is at the heart of everything we do. We provide bespoke provision for every child at MEADOWSIDE PRIMARY SCHOOL to ensure all our children reach their full potential. Government funding ring fences specifically for this group of children,

however, as with every group of children, we supplement and enhance this further to provide the best possible resources for all – pupil premium and non-pupil premium. We all achieve at MEADOWSIDE PRIMARY SCHOOL!

MEADOWSIDE PRIMARY SCHOOL KEY PRIORITIES 2018 TO 2019:

- To provide Quality First Teaching to enhance pupil achievement and progress and closing the gaps.

MONITORING AND REVIEWING THE POLICY:

Our work in relation to the Pupil Premium will be reviewed on a termly basis (3 times per year) to ensure it is having the intended impact in narrowing 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 narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

Chair of Governors:		Signed:
Staff Responsible:	J Garnham, Headteacher	
Date reviewed:	November 2018	
Next Review:	November 2019	