

Tyneview Primary



Pupil Premium Policy

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Statement of intent

At [Tyneview Primary School](#), we believe that only by having the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential.

The pupil premium grant (PPG) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, along with the procedures for ensuring the funding is allocated correctly.

Signed by:

_____	Headteacher	Date:	_____
_____	Chair of governors	Date:	_____

1. Legal framework

1.1. 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'

2. PPG allocation rates

2.1. For the academic year 2018 to 2019, grant allocations are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,320
Pupils in Year 7 to Year 11 recorded as 'FSM'	£935
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special order, a child arrangement order or a residence order	£2,300
Service children	Grant amount per pupil
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£300

3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.
- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.

- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

4. Our strategy for success

4.1. We will maximise the use of PPG by:

- Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- Ensuring PPG funds can be identified within the school's budget.
- Consulting the pupil premium lead, governors, staff and parents/carers when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of PPG.

5. Spending priorities

5.1. Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

5.2. If PPG is not used in the academic year, some or all of it may be carried forward to the following year.

6. Use of the LAC and PLAC premiums

- 6.1. The LAC premium is managed by the designated virtual school head (VSH).
- 6.2. The premium will be used for the benefit of a pupil's educational needs as described in their personal education plan (PEP).
- 6.3. To avoid any delays in providing support, the school will work with the VSH to ensure that funding allocation is as simple as possible.
- 6.4. The LAC premium will be used to facilitate a wide range of educational support for LAC.

- 6.5. The designated teacher 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.
- 6.6. The designated teacher will work with the VSH to ensure that all available funding is spent.
- 6.7. PLAC premium is allocated directly to the school.
- 6.8. 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.
- 6.9. The school will explore evidence-based summaries of the use of pupil premium, such as the Education Endowment Foundation's (EEF's) [Teaching and Learning Toolkit](#), to determine the best use of the funding.
- 6.10. The EEF's [Families of Schools Database](#) will be consulted to learn about effective practice in similar schools.
- 6.11. 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 focussed 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 primary to secondary).
 - Raise aspirations through access to high-quality educational experiences.
 - Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- 6.12. The school will choose approaches that emphasise:
- Relationship-building, both with appropriate adults and with 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 pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- Strong and visionary leadership on the part of both the pupil's headteachers.
- A child-centred approach to assessment for learning.

7. Potential interventions

7.1. The school may utilise the following interventions:

- Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- Reducing class sizes to improve opportunities for effective teaching.
- 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 reach age-related expectations.

8. Use of the service pupil premium (SPP)

8.1. The SPP is provided 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.

8.2. The school will not combine the SPP with any other form of PPG.

8.3. SPP spending will be accounted for separately to any other form of PPG.

8.4. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.

- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

8.5. The school will not use SPP to subsidise routine school activities.

9. Accountability

9.1. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG at the school.

9.2. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.

9.3. The school will publish its strategy for using the pupil premium on the school website.

10. Reporting

10.1. The headteacher, Mr S Gittins will report annually to the governing board and parents/carers regarding how effective PPG spending has been and what impact has been made.

10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, will be monitored, evaluated and reviewed by the headteacher and the governing board.

10.3. The EEF's [DIY Evaluation Guide](#) will be used to measure the impact of our spending.

10.4. Information regarding PPG spending will be published on the school website.

10.5. For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports.

10.6. This information will inform the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

11. Pupil premium reviews

11.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use PPG more effectively.

- 11.2. If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review.
- 11.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 11.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 11.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.
- 11.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 11.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 11.8. At the end of the review, the school will have an improved strategy and plans to implement it.

12. Overpayments

- 12.1. The school will repay any overpayment of PPG by the LA.

13. Monitoring and review

- 13.1. The **headteacher, Mr S Gittins** will be responsible for reviewing this policy annually.
- 13.2. The next schedule review date is July 2019.

Pupil Premium Reporting Template

Funding information	
Total number of pupils on roll	£81,937
Total number of pupils eligible for PPG	73
Amount of PPG received per pupil	£1,121
Number of pupils eligible for LAC and PLAC premium	1
Total LAC and PLAC premium received	£754
Number of pupils eligible for service premium	0
Total service premium received	£0
Total amount of PPG received	£
Summary of PPG spending in academic year 2017-18	
<p>Objectives</p> <p>To improve welfare and wellbeing of pupils entitled to PPG including attendance; To develop a love of learning within Tyneview pupils; To develop resilience by skilled groupings and interventions.</p>	
<p>Summary of spending and actions taken</p> <p>To improve welfare and wellbeing of pupils entitled to PPG including attendance</p> <p>Actions have included working with our Academy Trust to focus on attendance strategies along with our own in house systems. The investment in systems and personnel is paying off. Attendance was seen to improve by up to 2% within the first term of consistent operation (2018 data). Case studies also show the impact systems and personnel have made. The offer we make pastorally through skilled staffing interventions is also having a positive impact. Children enjoy the breakfast club and fruits snacks provided.</p> <p>To develop a love of learning within children.</p> <p>Curriculum hooks and maintenance of a minibus ensures that opportunities to engage pupils are taken. 1:1 Interventions have also been successful.</p> <p>To develop resilience through skilled groupings and interventions</p> <p>The operation of a nurture provision for 3 afternoons a week operating on the Boxall principles ensures that our most vulnerable learners have their needs met. Children that have identified needs will also receive bespoke learning curriculum designed to boost their confidence and resilience.</p>	

Staff costs	£70000
Raising standards costs	£10000
Outcomes <u>Attendance</u> <u>Term1 Data 2017 92.9 Term 2 93.5</u> <u>Year 1 Phonics PP 70% Non PP 95%</u> <u>Year 2 Sats PP RWM 64% Non PP RWM 75%</u> <u>Year 6 Sats PP RWM 76% Non PP RWM 92%</u>	

[Primary schools] Pupil Premium Review Self-Evaluation Form

1. Summary information					
School	Tyneview Primary School				
Academic year	17-18	Total pupil premium (PP) budget	£81000	Date of most recent PP review	September 18
Total number of pupils	200	Number of pupils eligible for PP	73	Date for next internal strategy review	/January 19
2. Current attainment					
Use your established alternative to levels below. As part of your full strategy, you should also consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers, you may wish to present three-year averages here.			Pupils eligible for PP in the school(Including SEN).	Non Pupil Premium (Including SEN)	
% pupils achieving expected standard or above in reading, writing and maths			71% (Y1 to Y6)	91.3%	
% pupils making expected progress in reading (as measured in the school)			82%	85%	
% pupils making expected progress in writing (as measured in the school)			78%	82%	
% pupils making expected progress in mathematics (as measured in the school)			85%	94%	
3. Barriers to future attainment (for pupils eligible for PP)					
Data sources that can help you identify barriers to attainment in your school include: Get Information About Schools (GIAS); the Education Endowment Fund (EEF) Families of School database ; FFT Aspire ; staff and pupil consultation; attendance records; recent school Ofsted reports and guidance.					
Academic barriers (such as poor oral language skills)					
A	Emotional Resilience				
B	Poor Nutrition				

C	Limited interaction/social skills			
Additional barriers (including issues which also require action outside the school such as low attendance rates)				
D	Lack of motivation			
4. Intended outcomes (specific outcomes and how they will be measured)			Success criteria	
It is not essential to identify four desired outcomes – focussing on fewer aims in more depth may be better.				
A	Understanding of how to stay fit and healthy		Increased attendance at school provisions such as breakfast club, after school clubs	
B	Focus on developing relationships		Nurture provision impacting positively	
C	Increased motivation		Hooks for learning clearly established	
D	Focus on communication		Evident within the curriculum.	
5. Review of expenditure				
Previous academic year	81000	Demonstrate how you are using PP to improve classroom pedagogy, provide targeted support and support whole-school strategies.		
Quality of teaching for all				
Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
1:1 Small group teaching	Develop confidence Improved outcomes in learning	<u>Show results here as collated in outcomes. NEED TO BE MORE TARGETD THIS YEAR</u>	<u>Identified need would need to be identified and lessons monitored for impact</u>	£6000

Year 1 reading Interventions. Year 1 PP receive bespoke reading programme	Improved reading skills	<u>Increase in reading confidence and ages</u>	<u>Continue – extend into Y2 and investigate extending group sizes</u>	£12000
Nurture Provision	Improved outcomes	There have been less exclusions and case studies show much improved outcomes for pupils.	Boxall needs to be more targeted and interventions time limited	£10000
Vulnerable learners groups taught through quality first teaching	Develop independent strategies	Pupils progress has been sustained. Evidence is clear of improved independent strategies.	Continue	£24000

Targeted support

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)	Lessons learned (and whether you will continue this approach)	Cost
Provision of PSA and attendance support:- Bus driver Rewards Attendance and Pastoral staff.	Improved attendance and developing family resilience	Positive impact made through attendance initiatives, systems and procedures.	Continue to monitor approaches	£18000
				£

Other approaches

Action	Intended outcome(s)	Estimated impact: Did you meet the success criteria? (Include impact on pupils not	Lessons learned (and whether you will continue this approach)	Cost
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		eligible for PP, if appropriate)		
Termly Hooks for Learning	Motivation and context for learning	Children enjoy and understand the learning that they are carrying out.		£3000
Breakfast club and fruit snacks	Nutritional and social benefits	Breakfast club is popular as is the daily fruit.		£10000

6. Planned expenditure

Academic year		Demonstrate how you will use PP to improve classroom pedagogy, provide targeted support and support whole-school strategies.
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Quality of teaching for all

Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
1:group teaching	Educational outcomes	PP children attainment	Discussions with parents	V Sergison	Christmas 18
Nurture Provison	Fewer exclusions Improved outcomes	Exclusion rates Case studies	Review with SENCO on half termly basis	V Nellis	Christmas 18
Vulnerable Learners	Increased independent skills and confidence with their curriculum	Assessment data	As above	S Stach	Christmas 18
Key Stage 1 reading intervention teacher	Continuation of progress from Foundation Stage. Improved	PP children who are vulnerable in terms of their reading ages	Review and discussion of vulnerable pupils	L Rea	November 18

	participation from parents				
Total budgeted cost	55,000				
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Develop procedures for PSA and Attendance Support	Increase resilience of families	Identification of vulnerable families	Constant monitoring	S Gittins	Weekly
Provision of pastoral services e.g. breakfast club and snacks	Improve offer to families	All children	School Council and users voice surveys	S Gittins Termly	
Total budgeted cost	£20000				
Other approaches					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	How will you ensure it is effectively implemented?	Staff lead	When will you review implementation?
Curriculum Development/Hooks and maintenance of minibus	Motivation of pupils	Previous curriculum scrutinies and discussion with pupils	Curriculum monitoring	R Bonnick	
Total budgeted cost	£6000				

7. Additional detail

Use this section to refer to additional information that you have used to support the sections above.

[Use this section to annex or refer to additional information which you have used to support the sections above.]

