



Together we succeed; Today we achieve.

New Marske Primary School

Pupil Premium Policy

Approved: April 2016

Review: April 2017

Pupil Premium Policy

What is the Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to:

- ***local-authority-maintained schools, including special schools, pupil referral units (PRUs), and voluntary-sector alternative provision (AP)***
- ***special schools not maintained by the local authority (NMSS)***
- ***academies and free schools, including special and AP academies***

In the 2014 to 2015 financial year, New Marske Primary School received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- ***£1,300 for pupils in reception year to year 6***

New Marske Primary School also received £1,900 for each pupil who has left local authority-care because of 1 of the following:

- ***adoption***
- ***a special guardianship order***
- ***a child arrangements order***
- ***a residence order***

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils does not go to our school, it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

In the 2015 to 2016 financial year New Marske Primary School school will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

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

The funding for pupils who have left local authority care or who have been/are in local authority care will remain the same as in 2014 to 2015.

The DfE has given our school the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we recognise that we are accountable for the use of this additional funding.

Within New Marske Primary School there are four key drivers for our use of the pupil premium funding:

- **To reduce the gaps between pupil premium and non pupil premium pupils.**
- **To increase the attainment of pupil premium pupils in line or above national averages.**
- **To improve engagement with the families of pupil premium pupils**
- **To extend opportunities for pupil premium pupils.**

New Marske Primary School’s Context

- New Marske is an average-sized primary school. From January 2016 there were 268 pupils on roll.
- The proportion of pupils known to be eligible for the pupil premium is below average at 20%.
- The proportion of pupils known to be eligible for Free School Meals is below average at 10%
 - As of January 2016, the percentages of pupils eligible for Pupil Premium or Free School Meals in each class was as follows.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupil Premium						
8 (20%)	6 (16%)	12 (36%)	10 (27%)	8 (29%)	8 (28%)	2 (9%)
Free School Meals						
7 (17%)	2 (5%)	5 (15%)	7 (19%)	1 (4%)	4 (10%)	0 (0%)

- Almost all pupils are from White British communities.
- All pupils speak English as their first language.
- One pupil is a Looked After Child
- No pupils at present are from service families

Barriers to Learning

At New Marske Primary School School, we recognise that pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding at removing these barriers, we regularly take the following steps to identify our eligible pupils' barriers to learning:

- Hold Pupil Progress meetings after every assessment period to check the progress of all of our pupils, paying particular attention to Pupil Premium, Free School meal and More Able pupils.
- Hold termly meetings with the school's Pastoral Support worker and lead teacher for Pupil Premium (Miss A. Stocks) to identify barriers to learning for Pupil Premium Pupils.
- Hold half termly meetings with the school's Pastoral Support Worker to look at attendance of pupils within school, paying particular attention to Pupil Premium and Free School Meal pupils.

Evidence Based Strategies

At New Marske Primary School, we recognise that best educational practice is informed by research evidence. As such, in determining how to spend our school's pupil premium allocation, we refer to the following sources:

- <http://educationendowmentfoundation.org.uk/toolkit/>
- www.pupilpremiumawards.co.uk
- The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, 2013.
- The Pupil Premium: an update, Ofsted, 2014.

We acknowledge the significant impact that highly effective teaching has on disadvantaged pupils and ensure that we invest our pupil premium funding into our relentless pursuit of consistently, excellent teaching and learning experiences for all of our eligible pupils. We are committed to ensuring that quality first teaching meets the needs of all learners, and aim to ensure that all teaching is never less than good and much is outstanding. Similarly, we recognise that our teaching assistants should be highly skilled and deployed in such a way as to meet the specific needs of individual pupils. Therefore, this investment comprises:

- A reduction in class sizes in our earlier years, offering the opportunity for our youngest learners to develop a secure foundation of skills to help them progress through school.
- High quality CPD for teachers, which allows them to focus on the quality of teaching and learning within the classroom.

- High quality CPD for teaching assistants, closely aligned to their specific role in school;
- Coaching and mentoring for staff at all levels aided by the access to video resources to support reflective practice; in the form of the Star Lesson Resource.
- The facilitation of a Breakfast Club within school targeted specifically, but not exclusively, at Pupil Premium Pupils. This has reduced the number of late pupils within school and has ensured that our Pupil Premium Pupils are in school and ready to learn at the start of their school day.
- The appointment of a Pastoral Support Worker to analyse attendance and attainment data relating to pupil premium pupils, also signposting parents to support of resources that can reduce barriers to learning.

Roles and Responsibilities

Head Teacher

The head teacher's responsibilities comprise:

- Taking responsibility for use of pupil premium funding to ensure that pupil premium funding :
 - **reduces the gaps between pupil premium and non pupil premium pupils**
 - **increases the attainment of pupil premium pupils in line or above national averages**
 - **improves engagement with the families of pupil premium pupils**
 - **extends opportunities for pupil premium pupils**
- To produce an annual summary of the impact of pupil premium for parents

Governor responsibilities comprise

- Report to the full governing body on a regular basis
- Review the use of the pupil premium policy
- Ensure governors are involved in decisions about how the pupil premium funding is spent
- Keep up to date with research and changes in relation to the pupil premium and disadvantaged children

The pupil premium champion in New Marske Primary School is Mr J. Dooris (Head Teacher), Miss F. Richmond (Pastoral Support Worker) and Miss A. Stocks (Lead Teacher)

Pupil Premium Champion responsibilities comprise

- A review and update of the Pupil Premium Policy on an annual basis;
- Ensuring that ALL pupils eligible for pupil premium funding are identified;
- Ensuring that ALL leaders/teachers and support staff are aware of who the pupils who are eligible for pupil premium funding are;
- Coordinating the half termly identification of New Marske Primary School's eligible pupils' barriers to learning;
- Analysing termly and end of year achievement data for pupils eligible for pupil premium and determining priorities for improvement;
- Sharing priorities for improvement with New Marske Primary School's governing body and contributing to pupil premium spending plans;
- Incorporating the school's pupil premium development plans into the school improvement plan);
- Monitoring the academic progress of pupils eligible for pupil premium after every assessment period and sharing analysis with ALL stakeholders;
- Undertaking regular pupil premium learning walks and book scrutinies;
- Undertaking pupil premium progress review meetings at the end of every assessment period with class teachers AND teaching assistants;
- Coordinating intervention timetables, ensuring that interventions are targeted to the identified needs of pupils eligible for pupil premium, linking into the school intervention maps;
- Evaluating the impact of pupil premium spending on eligible pupils' achievement and sharing findings with ALL stakeholders;

Class teachers' responsibilities comprise:

- To be fully aware and accountable for the pupil premium pupils within their class
- To be fully aware and accountable for the free school meal pupils within their class
- To know the difference between pupil premium pupils and free school meal pupils.
- To actively participate in pupil premium review meetings
- To share actions from pupil review meetings with support staff within the class

Teaching assistants' responsibilities comprise:

- To be fully aware and accountable for the pupil premium pupils within their class/classes
- To be fully aware and accountable for the free school meal pupils within their class/classes

- To know the difference between pupil premium pupils and free school meal pupils.
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Identification of disadvantaged pupils

In order to ensure that New Marske Primary School's vision is achieved, it is essential that all school leaders, teachers and support staff know who our disadvantaged pupils are. Therefore the following steps are taken to ensure ALL pupils eligible for pupil premium funding are identified (see appendix A):

- New Marske Primary School's business manager/head teacher/ pupil premium champions/other access the DfE's Key to Success website at the beginning of each term/half term/academic year and obtain a list of pupils eligible for pupil premium funding;
- New Marske Primary School's pupil premium champion shares the identified pupils names with all teaching staff during pupil progress meetings on a half termly basis. This information forms the 'Group Numbers document' which is shared with staff at the beginning of each term. The group numbers document will contain the names of pupils who fall into the following categories
 - ***Pupil Premium***
 - ***Free School Meals***
 - ***Higher Attaining***
 - ***SEND***
 - ***Looked After Children***
- Governors will be presented with an anonymised version of the document at each full governing body meeting

Achievement

The attainment and progress of pupils eligible for pupil premium funding is monitored on a half termly basis. The following steps are taken if a pupil is identified as not making at least 'good' progress:

- Pupil progress meeting between class teacher, relevant teaching assistant(s) and the pupil premium champion/head teacher/subject leader to establish why each pupil is not making 'good progress' and to develop a responsive action plan;
- Implementation of action plan;
- Review of progress towards achieving objectives in action plan after 3 weeks and modification to provision made, as required.

Intervention Impact Measurement

In order to ensure that New Marske Primary School's pupil premium funds positively impact on eligible pupils' achievement, we recognise that it is essential to evaluate the effectiveness of any intervention, initiative or strategy that pupil premium funds. When appropriate and over time, the following steps are taken to ensure that pupil premium funding is meeting the four key drivers of the pupil premium policy;

- The cost of each intervention, initiative or strategy is calculated, accounting for staffing and resources;
- The cost of the intervention, initiative or strategy is divided by the number of pupils, eligible for pupil premium, who have accessed it. This provides a 'cost per head' figure.
- The average progress (linked to national curriculum grades) for pupils eligible for pupil premium, who have accessed the intervention, initiative or strategy is calculated.
- The average points progress (national curriculum grade) for each intervention, initiative or strategy is considered against the 'cost per head' and the number of pupils who have accessed it. Interventions, initiatives or strategies that do not deliver at least 'good' progress are not repeated. Interventions, initiatives or strategies that do deliver at least 'good' progress are repeated. Good progress can be regarded as 1 point.

Accountability

The head teacher, school leaders, teachers and teaching assistants are all accountable for the performance of pupils eligible for pupil premium funding. Appendix A illustrates this accountability cycle and how a clear audit trail for pupil premium spending is established.

Pupil Premium report

New Marske Primary School will produce an annual Pupil Premium report, which complies with statutory requirements and is published on the school's website;

<http://www.redcar-cleveland.gov.uk/newmarskeschool.nsf/Web?ReadForm&id=3D874876756A1660802579820050EB52>