

**Name of Policy** Pupil Premium Policy

**Date to be reviewed:** Autumn 2023

**Signed:** Julie Hardaker

MORLEY VICTORIA PRIMARY

PUPIL PREMIUM POLICY

Overview

The Pupil Premium funding is an allocation of additional funding provided to schools to support specific groups of children who may be vulnerable to possible underachievement. At Morley Victoria Primary School we use this money to enable us to raise the achievement of disadvantaged pupils, whatever their academic starting point and potential. We also use some of our funding where the greatest needs in school are, this could be on a child who has a social worker or acts as a carer. The Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. This will ultimately benefit non-eligible pupils as well. The Pupil Premium Funding is in addition to main school funding, and it will be used by the school, at their discretions, to address any underlying inequalities between children by ensuring that funding reaches the pupils who need it most.

Rates for eligible pupils

Graphical user interface, text, application, email

Description automatically generated

Eligibility

### 3.1 ‘Ever 6’ free school meals children

For mainstream and special schools, the pupil premium for 2022 to 2023 will include pupils recorded in the October 2021 school census who have had a recorded period of FSM eligibility since January 2016, as well as those first recorded as eligible in October 2021.

For PRUs and AP academies, the pupil premium for 2022 to 2023 will include pupils recorded in the January 2022 school census who have had a recorded period of FSM eligibility since May 2016, as well as those first recorded as eligible in January 2022.

For the purposes of this note, these pupils are collectively referred to as ‘FSM Ever 6’.

### 3.2 Children of families with no recourse to public funds (NRPF) who are eligible for free school meals

For 2022 to 2023, pupil premium funding will be allocated in respect of children of families with NRPF who are eligible for free school meals, and for whom successful claims have been submitted to the ESFA.

### 3.3 Looked-after children (LAC)

Looked-after children (LAC) are defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.

In June 2022, a provisional allocation will be calculated using the number of children looked after for at least one day, as recorded in the March 2021 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2020.

A final allocation in December 2022 will use the number of children looked after for at least one day during the year ending March 2022, as recorded in the March 2022 children looked-after data return (SSDA903) and aged 4 to 15 on 31 August 2021.

### 3.4 Previously looked-after children (PLAC)

For mainstream and special schools, the pupil premium for 2022 to 2023 will include children recorded in the October 2021 school 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).

For PRUs and AP academies, the pupil premium for 2022 to 2023 will include PLAC recorded in the January 2021 school census.

### 3.5 Service children

A school’s PPG will include an allocation of Service Pupil Premium (SPP) based on the number of pupils for whom any of the following apply:

* one of their parents is serving in the regular armed forces (including pupils with a parent who is on full commitment as part of the full time reserve service)
* one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme
* they have been registered as a ‘service child’ on a school census since 2016

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

* Being aware of the school’s procedures for identification and assessment of, and subsequent provision for Pupil Premium Funding pupils.
* Collaborating with the Pupil Premium Funding leaders to decide the action required to assist the Pupil Premium Funding pupils to progress.
* Working with the Pupil Premium Funding Leaders to collect all available information on the pupils.
* Working with Pupil Premium Funding pupils on a daily basis to deliver a broad and balanced, appropriately differentiated curriculum, to ensure that they are making expected or accelerated progress.
* Being involved in the development of the school’s Pupil Premium Funding policy.
* Keeping records of Pupil Premium pupils’ progress and report to the Pupil Premium Leaders on pupil progress when required.
* Working closely with the SENCO, AHTs and Inclusion Team to ensure Pupil Premium pupils reach their full potential.
* Liaising with outside agencies via our cluster when appropriate.

Our staff have received training on the best strategies to support PP children and also reference research such as the Education Endowment Foundation (EEF) for the most effective strategies. As a school we are involved with a research project across Leeds Research School’ Network supported by the EEF. These are monitored and reviewed by the AHTs and discussed at pupil progress meetings.

The Role of the Pupil Premium Leader

At Morley Victoria Primary School, we have designated Pupil Premium Leaders, who assess, monitor and evaluate the impact of the interventions Pupil Premium pupils receive. PP data is analysed to ensure the gap is being diminished, interventions are monitored and evaluated, new initiatives are introduced and the effectiveness of the use of funding is checked. It is then the responsibility of the class teachers to ensure that the agreed interventions and initiatives are having an impact and that, if any issues arise, the Pupil Premium Leaders are informed. These actions will aid in diminishing the disparity between Pupil Premium pupils and their peers and ensure that the funding is being spent as effectively as possible. Our leaders have also attended CPD courses for effectively spending the PP funding as well as PP conferences to ensure they have the most up to date information on this group of children.

National Tutoring Funding

Over the past two academic years the school has employed a tutor from the National Tutoring Programme who has supported a number of pupil premium children providing 1 to 1 or small group tutoring before, after and during school.

The Role of the Governing Body

The Governing Body’s responsibilities to Pupil Premium pupils include:

* Supporting the development of and subsequent annual reviewing of the Pupil Premium policy.
* Ensuring the policy is clearly articulated and consistently applied.
* Ensuring a Pupil Premium Leader is in post at Morley Victoria Primary School.
* Naming a Governor with responsibility for Pupil Premium (appointed by the Governing Body).
* Ensuring access to the policy is readily available to all stakeholders including supply staff.
* Ensuring that provision for Pupil Premium pupils is of a high standard and that Pupil Premium funding is being used to ensure pupils are fully involved in all aspects of school life.
* Ensuring that Pupil Premium records, including progress data, are maintained by all staff and kept up to date.

The Governor for Pupil Premium will do the following to ensure Pupil Premium funding is being spent effectively:

* Contact the Pupil Premium Leaders on a termly basis to receive updates on Pupil Premium pupils within the school.
* Support the Pupil Premium Leaders with the decision-making process and act as a ‘critical friend’.
* Keep up to date with new developments in Pupil Premium.
* Visit the school to observe provisions and interventions in place for Pupil Premium pupils.
* Support the Pupil Premium Leaders in reporting to the Governing Body.

Reporting

The Headteacher will produce annual reports for the governors on:

* The progress made towards diminishing the gaps, by year group, for socially disadvantaged pupils.
* An outline of the provision.
* An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving particular provision, when compared with other forms of support.

The governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of ‘diminishing the gap’ for disadvantaged pupils. This will be published annually on the school’s website. This statement will include:

* The amount of school’s allocation of pupil premium grant.
* Details of the main barriers to educational achievement that disadvantaged children in our school face.
* How the allocation will be spent to address the barriers and why these approaches have been chosen.
* How the school will measure the impact of the Pupil Premium.
* The date of the next Pupil premium strategy review.

Strategies

* Pupil Premium will be clearly identifiable within the budget and strategy statement.
* The Headteacher and Pupil Premium Leaders in consultation with the governors and senior staff, will decide how the Pupil Premium is allocated for the benefit of entitled pupils.
* The school will assess what additional provision should be made for the individual pupils.
* The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium and the Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims.
* We will publish information online annually about how we have used the funding on our Pupil Premium Strategy Statement.
* We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the Pupil Premium grant by publishing information on results on our website.
* We will seek to further develop strategies and interventions, which can improve the progress and attainment of these pupils, using research such as the EEF (Education Endowment Fund) to look for the best strategies to implement in our school.
* We will use our funding to support children through other means and not just academically.
* We will track the impact of the strategies put into place through the funding to ensure that we can show the impact it has had on the children.
* We will monitor, evaluate and review the impact of the Pupil Premium funding.
* The school will make sure that all children, including disadvantaged children, are given quality first teaching.
* The inclusion team will meet on a weekly basis to discuss any PP children who are receiving interventions/social interaction groups.
* Where applicable, children will be able to have high quality interventions.
* Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school through structured conversations.