



Pupil Premium Policy and Statement – The Howard

Last review date	September 2018
Next Review date	September 2019
Review Cycle	Annually
Statutory Policy Publication	Yes

Pupil Premium Policy

At 'The Howard Primary School', we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning
- Be competent in reading, writing and mathematics

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as the Pupil Premium.

What is Pupil Premium?

Pupil Premium was introduced by the government in 2011-2012 as an additional contribution to main school funding in order for schools to,

'Address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most'

DfE April 2012

There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

It is for schools to decide how the Pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. The Pupil Premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) ***at any time in the last six years***. As of April 2014, Pupil Premium Funding is also given to children who have been adopted from care Each of these pupils will receive £1320 or £1900 if a Looked-after child (LAC) defined by the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

At 'The Howard School', all our staff and Directors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure that Teaching and Learning meets the needs of all our children and that they experience quality first teaching.
- Following assessment, the children who are in receipt of PPF are allocated additional support according to their requirements.
- It is our aim that our work relating to the Pupil Premium will ensure that all children will achieve at least age-related expectations in Reading, Writing and Mathematics and that by the End of Key

Stage Two all children will have made at least two levels expected progress between Key Stage One and Two.

- We also ensure that no child is disadvantaged through the inability to pay for school trips, residential visits, music lessons and extra-curricular activities etc.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as needing intervention and support;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Provision

The range of provision the staff and Directors consider making for this group include:

- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress;
- Providing 1-1 and small group work with an experienced staff member focused on overcoming gaps in learning;
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies;
- The majority of our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations. This will focus on Reading, Writing and Mathematics.
- In addition, the school recognises that the wider curriculum supports and enriches children's development in communication, English and maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities;
- Pupil premium resources may also be used to target able children to achieve GDS (Working at Greater Depth)
- High quality CPD for our staff is also an integral part of our drive to narrow the gap
- Provision **will not** be aimed at statemented children as funding for need is already in place.

Measuring the Impact

The progress and achievement of all children is monitored on a termly basis. Information from lesson observations, children's books and parent/pupil feedback also inform our analysis and help us to target support. Any child, regardless of receipt of PPF, who is identified as needing intervention, will receive appropriate targeted support.

Monitoring and evaluation is led by the Headteacher and Senior Leadership Team, the SENCO and the Directors through regular meetings and discussions.

How can parents and carers contribute to the success of the Pupil Premium Funding?

If your child is eligible for free school meals it is worth registering them even if they are not going to take the school lunch. It will have a direct impact on the funding we receive and will maximise the support we can provide. Parental support and involvement is a key factor in ensuring that children make good progress and leave primary school with a good level of literacy and numeracy.

Your child may be entitled to Free School Meals if you are in receipt of the following:

- Income Support
- Income based Jobseekers Allowance
- Income related Employment and Support Allowance

- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, providing that you are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue and Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' – the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

If you would like help or advice, please do not hesitate to contact the school office.

Funding Received

The funding received was as follows;

Timescale for Funding	Pupil Premium (per pupil)	Number of Pupils Eligible	Total Pupil Premium Allocated
April 2014 to April 2015	£1300 PP	4 recorded as Ever 6 FSM	£5,200 to be spent on targeted intervention with a qualified teacher.
April 2015 to April 2016	£1300	3	£3900
April 2016 to April 2017	£1320	3	£3960
April 2017 to April 2018	£1320	4	£3960
April 2018 to April 2019	£2300	4	£9200

The impact of our Pupil Premium provision 2017/2018

Children have made generally good progress across the school with majority of children working at or above age-related expectations. Termly tracking of progress enable SLT to intervene in the earliest possible time, and match pupils' needs with specific provisions/ interventions.

Our goals for this year: Academic priorities identified for 2018/2019

To increase the proportion of pupil premium pupils attaining 'Age Related Expectations' in maths, writing and reading. With a small number of pupil premium pupils, we can ensure that intervention is targeted and personalised to meet the needs of the whole child.

Targeted support for behaviour is a priority for one child.

A weekly nurture group, led by a TA, will benefit all PP pupils this academic year. This will focus upon identifying and managing emotions; building self-esteem and confidence, developing friendships and building learning power.

Impact of Pupil Premium Grant on Academic Outcomes – July 2018	
Year 6 SATs 2018 (Cohort- 10 pupils)	Year 6 SATs Pupil Premium children 2018 (2 pupils)

% of pupils working at ARE Reading	70%	% of PP pupils working at ARE Reading	50%
% of pupils working at ARE Writing	70%	% of PP pupils working at ARE Writing	50%
% of pupils working at ARE Maths	70%	% of PP pupils working at ARE Maths	50%
% of pupils working at ARE Combined (reading, Writing, Maths)	60%	% of PP pupils working at ARE Combined (reading, Writing, Maths)	50%
Year 2 SATs 2018 (cohort 5 pupils)		Year 2 SATs Pupil Premium children 2018 (0 Pupils)	
% of pupils working at ARE Reading	60%	% of PP pupils working at ARE Reading	N/A
% of pupils working at ARE Writing	60%	% of PP pupils working at ARE Writing	N/A
% of pupils working at ARE Maths	60%	% of PP pupils working at ARE Maths	N/A
% of pupils working at ARE Combined (reading, Writing, Maths)	60%	% of PP pupils working at ARE Combined (reading, Writing, Maths)	N/A

The funding for academic year 2017-2018 was spent as follows;

Item/ Project	Cost	Objective	Outcome
Inclusion Support High quality teaching in all year groups across the school to allow teaching practitioners to undertake regular targeted 1:1 support of PP children. Child A- £1708.85 Child B- £1755 Child C- £1462.50 Child D- £34,125* EHCP in place	£4,926.35 £39,051.35	<i>To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants/Teachers.</i>	<i>No child is left behind.</i> <i>All children, regardless of obstacles to learning, are able to access the curriculum.</i>
Direct Instruction and Precision Teaching	£1000	<i>To give high quality, subject specific intervention to low attaining children to</i>	As above

<p>External training, SENCO updates: CPD provided by local authority to further equip teachers and support staff in constructing efficient and measurable intervention strategies.</p> <p>Specific CPD training for SENCO</p>		<p><i>promote rapid progress in key basis skills.</i></p>	
<p>Owl Behaviour Consultancy</p> <p>Child C- £877.50</p> <p>Child D-£877.50</p>	<p>£1,755</p>	<p>To support PP pupils to identify their anger triggers and identify strategies to help regulate their feelings enabling them to engage in their education.</p>	<p><i>All children, regardless of obstacles to learning, are able to access the curriculum.</i></p>