



Marsh Hill Primary School

Pupil Premium Policy

Statement of Intent:

It is our intention that Marsh Hill Primary School is a school where everyone is valued and respected, encouraged, supported and challenged to achieve their full potential. At Marsh Hill, we believe that pupils and staff have the right to learn and teach in an environment that is safe, happy, well ordered and fair. We believe our school is a place for everyone to succeed and thrive. The targeted and strategic use of pupil premium will support us in achieving our vision.

Legal Framework:

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 (2019) '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'
- OfSTED (2013) 'The Pupil Premium: How schools are spending funding successfully to maximise achievement'
- The EEF Guide to the Pupil Premium

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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 being socially disadvantaged. At least 70% of any group will be made up of FSM/Pupil Premium children
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Provision

- The range of provision the Governors consider making for this group could include:
 - Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
 - Providing small group work with an experienced teacher focussed on overcoming gaps in learning
 - 1:1 support
 - Additional teaching and learning opportunities provided by trained TAs or external agencies
 - Resources to enhance learning opportunities (Revision Guides, iPads)
- The governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve the right to allocate the pupil premium to support any pupil or groups of pupils the school has legitimately recognised as being socially disadvantaged.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and mathematics.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve higher levels or greater depth in English and mathematics.



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- Provision will not be aimed at children with an EHC or a statement as funding for their needs is already in place

Reporting

It will be the responsibility of a delegated member of the Leadership team to produce regular reports for the Governing Body on:

- Number on roll and funding generated
- Overview of FSM and pupil premium data across school
- The intervention in place for key pupils and the impact that the intervention has had
- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website

Pupil Premium Reviews

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.

If requested to do so by Ofsted, the LA or the DfE, the school will commission a pupil premium review. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils. 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.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community;
- Developing confident and independent learners.

Appeal

Any appeals against this policy will be through the governor's complaints procedure

Review and Amendment

This policy will be reviewed on a three year cycle by the **Performance and Standards Premises Committee** and consideration will be given to the implications for future whole school development planning.