

# **Queen's Hill Primary and Nursery School**



## **Pupil Premium Policy**

### **Diminishing the Difference**

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## Statement of intent

At Queen's Hill Primary and Nursery School, we believe that by having the highest expectations of all learners, the highest possible standards will 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 diminishing the gap with their peers.
- Supporting children and young people with parents in the armed forces.
- Providing funding for looked-after children (LAC).

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 relevant legislation, including, but not limited to the following:

- The Children Act 1989
- The Equality Act 2010

## 2. Pupil premium grant

2.1. In the academic year 2019 to 2020 the grant is as follows:

Disadvantaged pupil	Grant amount per pupil
Pupils in year groups reception to Year 6 recorded as Ever 6 FSM.	£1,320
Pupils in Years 7 to 11 recorded as FSM	£935
LAC defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English LA	£2,300
Children who have ceased to be looked after by an LA in England and Wales because of adoption, a special order, a child arrangement order or a residence order	£2,300
Service children.	£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 funds reach the pupils who need them the 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 their success.

## **4. Strategies**

- 4.1. Assigning a pupil premium lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.
- 4.2. Ensuring PPG funds can be identified within the school's budget.
- 4.3. The headteacher will consult with the pupil premium lead, governors, staff and parents/carers, when deciding how funds are spent.
- 4.4. Assessing the individual provisions required for each pupil in receipt of PPG through a Pupil Premium Strategy that will be reviewed termly.

## **5. Potential measures**

- 5.1. Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.
- 5.2. Reducing class sizes to improve opportunities for effective teaching.
- 5.3. Creating additional teaching and learning opportunities using teaching assistants and a school librarian.
- 5.4. Targeting English and maths in pupils who are below age expectations.
- 5.5. Allocating funds to enable these pupils to participate in extra-curricular activities.
- 5.6. Targeting pupils who require additional help to reach age related expectations.
- 5.7. Utilising Parental Support Advisor to support parents to ensure barriers are overcome.

## **6. Focus of spending**

- 6.1. 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.
- 6.2. If the grant is not used in the academic year, some or all of it may be carried forward to the following year.

## **7. Reporting**

- 7.1. Queen's Hill Primary School and Nursery will monitor, evaluate and review the success of the impact of PPG funding, in terms of improving educational outcomes and cost effectiveness.
- 7.2. The headteacher will report annually to the governing body and parents/carers on how effective PPG spending has been and what impact has been made.
- 7.3. Information regarding PPG spending will be published on the school's website.
- 7.4. For parents/carers of pupils in receipt of PPG, personal information will be sent home in pupils' progress reports.
- 7.5. This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## **8. Monitoring and review**

The Assistant Headteacher for Behaviours for Learning will be responsible for reviewing this policy annually.

## **9. Barriers and strategy**

Queen's Hill Primary School and Nursery has pupil premium strategy which identifies the main barriers to learning and the strategies in place. This is reviewed termly. Any allocation of the Pupil Premium Grant is controlled by the Headteacher and is at their discretion.

## Pupil premium reporting template

1. Planned expenditure					
Financial year		2019-2020			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have access to individualised and group programmes to ensure they make at least the progress of non-PP children	Pupil Premium Champion to raise the profile of Pupil Premium children, champion drive for improvement, monitor the progress and attainment and work with specific children where necessary. To ensure staff are confident in the delivery of an engaging curriculum in which all pupils make at least expected progress.	The profile of disadvantaged children will be kept high and will be rigorously monitored. Picking up misconceptions early and providing immediate and timely feedback. This was seen as successful in schools visited in London.	Pupil progress meetings. Termly impact measured. Pupil premium impact review each term.	Assistant Head Teacher for Behaviour £10,000  Shirley Clarke project - £6000 and access to online space	<i>End of each term in report to governors.</i>

Children have a love of books and a thirst for reading which impacts on reading ability	To provide a school librarian To provide a library reading trail scheme for pupils who need to make more accelerated progress in reading in Years 4-5	To maintain a love of books – all research shows reading is the key to learning. Pupil engagement with reading has improved since the employment of a school librarian.	Pupil progress meetings. Termly impact measured. Perception surveys. All children will achieve at least bronze award in reading challenge. Pupil premium impact review each term.	Librarian £10,000  Reading Trail Scheme - £200 (£100 for first term then £50 for the next two terms)	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>					£26,200
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Ensure needs for individual PP children are identified early, immediate feedback given and small groups to support progress	To provide 1:1 tuition	Children have access to individualised and small group provision to ensure they make at least the progress of non-PP children.	Pupil progress meetings. Pupil premium impact review each term.	1:1 Tuition Teacher for UKS2 x 2 days per week for two terms = £11,000	<i>End of each term in report to governors.</i>



Children make at least the progress of non PP children in reading.	To provide a Teaching Assistant for focussed groups inspiring children to read.	Engagement; Reluctant readers will be inspired to read with TA and school dog.	Pupil progress meetings. Pupil premium impact review each term.	Teaching assistant 10K	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>					£20,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children will read at least 4 times in a week and will have a positive start to the school day.	To provide additional TA for breakfast club to hear children read / play games and start the day positively.	Eradication of any barrier for children succeeding day to day (Diet, social development, parental engagement/support)	Pupil progress meetings. Pupil premium impact review each term.	Teaching assistant £1,500	<i>End of each term in report to governors.</i>

Children will attend nurture groups to ensure their well-being needs are met.	To provide a nurture programme for the most vulnerable groups including Pupil Premium and Forces children.	Eradication of any barrier for children succeeding day to day.	Boxall Profile on entry and exit. Pupil progress meetings. Pupil premium impact review each term. Pupil Perception Survey.	HLTA £11,000	<i>End of each term in report to governors.</i>
Children given every opportunity possible to develop a love of learning.	Equality funding	Finance is not a barrier to children having equality of opportunity.	Issued on a needs led and individual assessment basis at discretion of the HT.	Head Teacher £10,000	<i>End of each term in report to governors.</i>
Parents will feel supported in raising their children and supporting the learning process at home.	To provide parenting books, to be loaned to parents. To provide opportunities to develop parent learning in school (e.g. sessions focusing on how to support their child at home)	Parents are able to access high quality parenting books to support their child's social and academic learning. Parents feel comfortable attending support sessions at school	Marketing/advertising of books through Parent Support Advisor and monitoring of uptake.	Librarian and PSA. £200.00	<i>End of each term in report to governors.</i>

To provide a home learning club	Children will have the opportunity to complete work outside of school hours.	All children are able to complete home learning and seek support when needed.	Pupil progress meetings. Pupil premium impact review each term.	Teaching assistant £2,000	<i>End of each term in report to governors.</i>
To provide access to a Parent Support Advisor for families and Time 4 U sessions for vulnerable children	Barriers to learning in school are overcome leading to raised attainment.	Previous support has proven successful and frees teachers to teach.	Pupil premium impact review each term.	Parent Support Advisor (PSA) £15,500	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>				<b>£40,200</b>	

## 10. Forces Strategy Statement



Planned expenditure					
Financial Year		2018-2019			
The approaches outlined below enable schools to demonstrate how they are using the Forces grant to provide targeted support and support whole school strategies.					
i. Approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will read at least 4 times in a week and will have a positive start to the school day.	To provide additional TA for breakfast club to hear children read / play games and start the day positively.	Eradication of any barrier for children succeeding day to day (diet, social development, parental engagement/support)	Pupil progress meetings. Forces impact review each term.	Teaching assistant £5,000 (already budgeted into PP expenditure)	<i>End of each term in report to governors.</i>
Children will attend nurture groups to ensure their well-being needs are met.	To provide a nurture programme for Forces children.	Eradication of any barrier for children succeeding day to day.	Boxall Profile on entry and exit. Pupil progress meetings. Forces impact review each term.	HLTA £4000  TA from ex-forces background (£200)	<i>End of each term in report to governors.</i>

Children given every opportunity possible to develop a love of learning.	Equality funding	Finance is not a barrier to children having equality of opportunity.	Issued on a needs led and individual assessment basis at discretion of the HT.	Head Teacher	<i>End of each term in report to governors.</i>
Parents will feel supported in raising their children and supporting the learning process at home.	To provide parenting books, to be loaned to parents.	Parents are able to access high quality parenting books to support their child's social and academic learning.	Marketing/advertising of books through Parent Support Advisor and monitoring of uptake.	Librarian.  PSA.  £200.00 (already factored into PP expenditure)	<i>End of each term in report to governors.</i>
To provide a home learning club	Children will have the opportunity to complete work outside of school hours.	All children are able to complete home learning.	Pupil progress meetings. Forces impact review each term.	Teaching assistant £4,000 (already factored into PP expenditure)	<i>End of each term in report to governors.</i>
To provide access to a Parent Support Advisor for families and Time 4 U sessions for vulnerable children.	Barriers to learning in school are overcome leading to raised attainment.	Previous support has proven successful and frees teachers to teach.	Forces impact review each term.	Parent Support Advisor (PSA) £15,500 (already factored into PP expenditure)	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>					<b>£4,200</b>