



# **Pupil Premium Policy**

**Mount Pleasant Primary School**

**Reviewed: January 2022**

**To be reviewed: January 2023**

## Background Information

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

In the 2020 to 2021 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

The pupil premium grant per pupil for 2020 to 2021 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,345
Children Looked After (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority*	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children Pupil premium per pupil Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£310
*Children who have been in local-authority care for 1 day or more attract £2,345 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child, in Kirklees the VSH is Janet Tolley (01484 221000)	

### Early Years Pupil Premium:

The early years pupil premium (EYPP) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds; this therefore includes Nursery provision at Mount Pleasant Primary School.

3- and 4-year-olds in our Nursery will attract EYPP funding if they meet at least 1 of the following criteria:

Their family gets 1 of the following:

- Income Support
- income-based Jobseeker's Allowance
- income-related Employment and Support Allowance
- support under part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided they're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
- Universal Credit
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through:
  - an adoption
  - a special guardianship order
  - a child arrangement order

Children must receive free early education in order to attract EYPP funding. They do not have to take up the full 570 hours of early education they are entitled to in order to get EYPP.

Children become eligible for free early education at different points in the year depending on when they turn 3.

Details of the dates when children become eligible are available here: <https://www.gov.uk/help-with-childcare-costs/free-childcare-and-education-for2-to-4-year-olds>

Please note that 4-year-olds in our reception classes who already receive the school-age pupil premium are not eligible for EYPP funding. The targeted and strategic use of pupil premium will support us at Mount Pleasant Primary School in achieving our overall vision of raising aspirations and outcomes for all children, regardless of social background, gender, culture, religion or disability

## Aims

- Narrow the attainment gap between pupil premium and their school peer, as well as other pupils nationally.
- For all pupil premium pupils in school to exceed nationally expected progress rates in order to reach age related expectations at the end of Year 6 and thus achieve GCSEs in English and Maths.
- Raise the in-school attainment of both pupil premium pupils and their peers so that it is in line and above national averages, including at greater depth.
- Access a broad and balanced curriculum with high levels of cultural capital.
- Pupil premium pupils are able to manage their own SEMH needs,
- Pupil premium families are able to support their children and aspirations are raised for everyone, thus breaking the cycle of disadvantage.
- Attend school regularly.

## Principles

- Raising the attainment for all our pupils through setting high expectations and ensuring all pupils receive quality first teaching
- Providing the very best resources and enrichment opportunities and through visits to places of interest and participation in community events, our children are exposed to a wide range of learning opportunities.
- Appropriate and well targeted 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.
- Pupil premium may be spent on activities for all pupils, provided that the primary aim of the activity is to 'narrow the gap' for disadvantaged pupils and their peers, or to raise the attainment of higher achieving disadvantaged pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. There is also a recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We recognise that our school is located in a highly socially deprived area with a high proportion of pupils in the worst 10-20% of the IMD, thus highlighting the social deprivation.
- We have high expectations of all our pupils, comparing our data with national expectations rather than local.

- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age-related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE.
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively; the ultimate outcome of which will be that pupils will achieve their academic and personal potential We ensure that, through careful monitoring and evaluation, the school is able to identify and analyse the impact of all interventions and strategies.
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Pupil Progress Meetings).

## Provision

In order to meet the requirements, the Governing Body of Mount Pleasant will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

### The range of provision includes:

- Providing small group work with experienced teachers focussed on overcoming gaps in learning;
- Before and after school booster reading and maths sessions with well-trained staff;
- An ETA in every class to provide additionality and focused support within the classroom, as well interventions,
- Well-trained support staff delivering keep up phonic sessions.
- Free revision guides and school book bags and reduced rates for visits
- Prioritised access to school computers to complete homework.

### Other Provision:

- Attendance rewards encouraging all children to attend school regularly;
- Aspirations day enabling children and families to have high expectations and think big-aim high;
- Heavily subsidised school visits and visitors to school.

The above lists are not exhaustive and may change throughout the year, for example as further provision becomes available.

An equal amount of money need not be spent on each eligible pupil.

## People Responsible

- A named governor will have an overview of pupil premium, although the whole governing body will be involved and accountable regarding the spending of the pupil premium.

- The business manager will keep a careful tracking of allocation of funding and be able to clearly account for how the money has been spent. This will lead to a report produced each year to be published on the school's website, in accordance with government requirements. The report will clearly itemise the spending of the pupil premium, giving a figure for each aspect. Staff costs will be listed as a single item, to avoid the identification of any individual staff member's salary.
- The headteacher and deputy headteacher will have a clear overview of how the funding has been allocated and the difference it is making to individuals and groups of children. It will usually be delegated to the assessment co-ordinator to provide the data with which to identify the progress being made by this group, and the extent to which the gap is being closed with these pupils' non-pupil premium peers.
- The assessment leader will carefully and regularly track interventions to see if they are having a positive impact. This will happen through tracking the progress of pupil premium children at assessment points, and in the data packs produced. Further analysis of individual interventions will happen as the intervention finishes a cycle, to allow for sufficient time for that intervention to have an impact. Where interventions are not having an impact, their efficacy will be discussed with the SLT, with the outcome that the intervention will cease, or that further CPD will be put into place to support those delivering it.
- All teachers will know which children in their class are eligible for pupil premium and take responsibility for ensuring that these children make accelerated progress. Where they have concerns about these children, their first port of call should be the assessment leader, who will co-ordinate the action planning to arrest any issues.
- The headteacher and deputy headteacher should discuss the progress of eligible children during termly pupil progress meetings to ensure accountability of teachers.
- All Senior leaders will use published and internal research to identify best strategies and interventions to ensure that they have a positive impact on improving achievement.

## Reporting

It will be the responsibility of the headteacher to produce regular reports for the Governing Body. It is expected that this will be delegated to the assessment leader, for the purposes of producing the report itself.

Included in this report should be:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils ;
- An outline of the provision being made;
- 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.