



Houghton Primary School

Working hard to achieve our best

Pupil Premium Policy

Date reviewed and adopted:	21.03.2107
Reviewed and adopted by:	Full Governing Body
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Spring 2018



Houghton Primary School

This policy incorporates the aims and values of our school mission statement.

At Houghton Primary School we all work hard to...

A	Aim high... within an Active curriculum which is Accessible to all in order to Achieve the very best that we can
C	Challenge ourselves... within a culture of Care, Cooperation and Community
H	Help each other... to achieve within a Happy, Healthy and Hard-working environment
I	Inspire others... to be Independent, Involved and ever Improving
E	Excellence... in all that we do, having the highest expectations of ourselves and others...
V	Value every individual... and provide Varied and Valuable learning experiences
E	Encourage everyone... through our Enthusiasm and Eagerness to be our very best

This is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.

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To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Systems, procedures and practice

Under the strategic leadership of the Headteacher, the operational management of the school's policy for pupil premium is led by the deputy headteacher and pupil premium team (PPT). Pupils are identified promptly and appropriate support put in place.

The team consists of the following members:

- Deputy headteacher – senior leader
- Inclusion worker
- School business manager/School administrator

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Deputy headteacher

Within the role as 'Pupil Premium Champion'

- Maintain a record of pupil progress and impact of mentoring, and provides feedback to the class teacher
- Provide termly pupil premium progress reports for Headteacher and governors
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.
- Provide information on allocation for pupil premium funding via the school website and reports to governors

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School business manager/school administrator.

- Monitor delegation of funding for pupil premium
- Work with designated staff to monitor attendance and evaluate against set targets on PP Plan as necessary

Class teachers

- Identify and list pupils in each class – July–September
- Arrange meetings with parents and pupil re. needs analysis
- Complete and maintain Pupil Premium Record sheet for each child
- Review progress with parents
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

Inclusion worker

- Work with the admin. assistant and deputy headteacher to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

Headteacher

The headteacher will take overall lead responsibility for ensuring staff, governors, pupils and families remain informed and up-to-date with all developments relating to pupil premium.

This will include:

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium

- Ensuring appropriate allocation and use of funding for pupils training for staff and governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors

Governors

The designated link governor for pupil premium will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the deputy headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

This policy will be reviewed annually. Date adopted by the Full Governing Body: March 2017