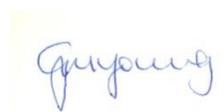




Houghton Primary School

Working hard to achieve our best

Pupil Premium Policy

Date reviewed and adopted:	13 th November 2018
Reviewed and adopted by:	Teaching, Achievement, Behaviour and Safety Committee of the Governing Body
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Autumn 2019



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.

1. Aims

We aim 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.

We will 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.

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We will 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.

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

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#). In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

3. Purpose of the grant

The Pupil Premium Grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

Houghton 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 as well as to promote their emotional wellbeing.

4. Roles and responsibilities

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

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.

5. Use of the grant

At Houghton Primary we utilise our Pupil Premium funding to meet the individual needs of our pupils.

Due to our proximity to a nearby military base we have welcomed an increasing number of military families to our school. The Pupil Premium Champion meets regularly with class teachers to discuss the individual needs of our service children and together they put plans in place to support their needs. This may include behavioural, emotional and social support for children when a parent is absent for long periods of time and to provide help through any anxiety and family stresses this may cause them. We also provide emotional and practical support for pupils who have experienced high mobility and who may have issues developing friendships and emotional attachments as a result. In addition we work with families to aid a smooth transition when children move on from our setting.

The Pupil Premium Champion also meets regularly with class teachers to discuss their Pupil Premium FSM6 children and to put plans in place to support their individual needs. To narrow any achievement gaps between our Pupil Premium pupils and their peers we provide additional one to one or small group support using our teaching assistants. We also provide teacher led additional after school tuition groups in Maths and English prior to the Year 6 SATs.

We provide support for a range of issues which can impact on PP pupil's long term academic success. These include providing additional in school support for those children who experience chaotic home lives, enabling them to receive additional 1-1 reading with an adult or support completing home learning tasks so that they do not fall behind their peers. We recognise that pupils cannot learn when they are stressed and anxious, for those pupils experiencing stress we therefore provide a 'soft landing' into school through the provision of 'Sensory

Circuits' each morning and a quiet place to relax, play and chat over the lunch break at our 20/20 club.

In addition our Social Inclusion worker provides tailored interventions for those in particular need of 1-1 support. Her work can also involve contact with other agencies and link to Child Protection services. Some of our FSM6 pupils require additional support due to bereavement or parental ill health; support is provided by our Social Inclusion Worker to allow children space and time to talk to a trusted adult. Their attendance is also closely monitored to ensure that pupils do not fall behind and parents are contacted when needed.

We also offer financial support through our hardship fund to enable all pupils to engage with school trips and additional learning opportunities. When assistance is requested we will offer to contribute up to 50% of the cost of trips and residential visits for those families in receipt of PP FSM6.

We publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements.

Information on how the school uses the pupil premium is available here: http://www.houghton.cambs.sch.uk/images/Premium_Funding_Page/Pupil_Premium_Website_Report_2017-18_Houghton_Primary_School.pdf

6. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between Reception and Year 6.

Eligible pupils fall into the categories explained below.

6.1 Ever 6 free school meals (FSM6)

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

6.2 Looked after children (LAC)

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

6.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

6.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 3 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

7. Monitoring arrangements

This policy will be reviewed annually by the Teaching, Achievement, Behaviour and Safety committee within the Governing Body.

Date agreed: November 2018

Next Review: Autumn 2019