Moat House Primary School

Pupil Premium Policy

Approved by Governors: April 2020

Review Frequency: Annually

Date of next review: April 2021

Contents.

1. Introduction

The person responsible for overseeing the provision for Pupil Premium children is Mr Alasdair Black (Head Teacher).

The people co-ordinating the day to day provision of education for Pupil Premium pupils is Mr Alasdair Black (at the time of writing this a new coordinator is being recruited).

The Governor responsible for overseeing the provision for Pupil Premium children Mr Steve Ainge.

Please see the office staff for contact details.

2. Aims

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

3. 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](#).

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.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

Contextual Information

Moat House is a two-form entry primary school (approx 430 on roll including Nursery) which serves a socially mixed community. The area near the school is a mixture of private and housing association properties, however an increasing number of our children come from an area of greater deprivation outside the school's immediate catchment boundary.

The percentage of children eligible for free school meals and those supported by My Support Plan is above national average, as is the school deprivation indicator (Analyse School Performance).

The majority of pupils are of White British ethnicity, however the percentage of children from minority ethnic groups has increased over recent years.

The school is the only stable factor in the lives of some pupils and so we have a team of two Learning Mentors and buy in to the 'Time for You' counselling service, provided by Relate, to help meet the needs of those pupils experiencing instability and difficult changes in their lives.

As well as 'Time for You,' the school commissions additional support from outside agencies to address the needs of pupils as quickly as possible.

Transience can be an issue in some year groups, however most children start at Moat House either in the Nursery or in the Reception class. At the end of the Nursery year, most children who attend the Nursery transfer into Reception, and we also gain new children from other pre-school settings at this time.

Attainment on entry for most children, as measured by school baseline data and confirmed through external validation is well below age related expectations, especially in Literacy. The number of Speech and Language referrals has increased, as has the number of Foundation stage pupils on the Special Needs Register.

Monitoring

The PPG Lead uses the school's data to closely monitor and track the progress of PPG children. The PPG Lead is involved in half-termly pupil progress meetings, where the progress of PPG children is a standing item on the agenda.

Staff, in consultation with the PPG Lead, identify PPG children who are not making expected progress, or who are working below age-related national expectations, and identify what provision needs to be put in place. This is recorded on an 'Assess, Plan, Do, Review' document, that is reviewed at pupil progress meetings.

Informing decisions

The PPG Lead uses current and historical progress and attainment data to identify areas of need for PPG children. Other factors, such as attendance or areas of social care involvement, are also investigated by the PPG Lead, in consultation with Learning Mentors, to identify potential barriers to learning.

The PPG Lead uses evidence to inform decisions on pupil premium spending. For example, by using evidenced-based research and resources from the *Education Endowment Foundation*.

The PPG Lead liaises closely with the school Business Manager, to ensure that funds are used appropriately.

The PPG Lead is supported through termly visits from an external advisor, Matt Potts (Acorn Education Limited). Notes of Visit are shared with Governors.

Example uses

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions before or after school (for example, for children who need extra help with maths or literacy)
- Employing a Learning Mentor to support children and their families

- Funding educational experiences, trips and visits

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy is available here: http://www.moathouse.coventry.sch.uk/Pupil-Premium

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Nursery to Year 6.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

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.

5.2 Looked after children

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

5.3 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.

5.4 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 6 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

6. Roles and responsibilities

6.1 Headteacher and Pupil Premium Lead

The headteacher and pupil premium lead are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school

- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces

- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate

- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding

- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to the meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the PPG Lead. At every review, the policy will be shared with the governing board.