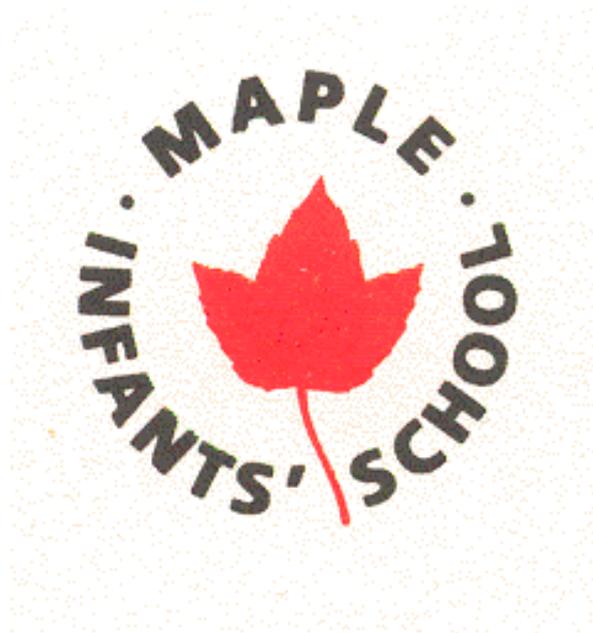


MAPLE INFANTS' SCHOOL

POLICY DOCUMENT

Pupil Premium Grant (PPG) Policy



Reviewed/Updated by: Liz Robinson

Date: February 2014

Ratified by Governing Body:

Date:

Pupil Premium Grant Policy

Maple Infants' School

This policy was written and adopted in February 2014.

Introduction

The Pupil Premium Grant (PPG) is allocated to schools with pupils on roll that are known to be eligible for free school meals (FSM), those that have been eligible in the last six years (Ever 6), those who are Looked After Children (LAC) and those who are service children.

Schools have the freedom to spend the PPG in a way they think will best support the raising of attainment for these particular pupils. This extra resource exists to enable us to overcome any challenges faced by these families that may disadvantage the children's potential for success.

Principles

- We aim to secure the highest possible attainment for every child.
- We want to ensure that every child starts their education in the best possible way, setting them up for future successes through their school career.
- Our aspirations are high for all our children. In order to improve their employability and realise their ambitions we prioritise the development of pastoral issues alongside their educational outcomes.
- We ensure that teaching and learning opportunities meet the needs of all our pupils, including those who may be financially disadvantaged. We also, however, recognise that not all pupils who receive FSM are underachieving, but rather want to ensure that each child is supported to meet their potential.

Research

It is imperative for us to allocate the PPG in the best way possible. Our rationale is based on research which has been carried out by the SLT and Governing Body. Research documents included relevant Ofsted paperwork, Headteacher updates and The Sutton Trust Teaching & Learning Toolkit.

We also feel strongly that as Infant School educators, with a wealth of experience and knowledge, that we know what is important to our children in setting them up well for their future education, not only in our school but for the years ahead.

Principles in Practice

All of the provision made through receipt of the PPG at Maple is aimed at the following:

- To support the child in being 'ready to learn'
- To accelerate progress, moving pupils to at least age related expectations and/or attaining in line with the national average, or
- To target more able pupils in receipt of FSM to achieve Level 3 at the end of Key Stage One
- To ultimately close any attainment gap present between those pupils in receipt of FSM and their non-FSM peers

Budget Allocation Process

Allocation of the PPG is determined by parents declaring their eligibility for FSM to the school, as verified by the local authority. The annual school census then provides the government with the numbers of children that they will allocate funds to the school for, in each academic year.

The principles set out in our school Equality Policy support the key decisions on how we plan to allocate the PPG each year, using the following process to underpin this:

- The office staff inform the SLT of those in receipt of FSM each term, providing regular updates on top of this should there be changes to eligibility within the records held.
- For each FSM, Ever 6, LAC or service child eligible, a clear understanding of their current pastoral and academic needs is established through SLT and class teacher discussion.
- Every child in receipt of PPG is offered an immediate package of support which includes:
 - 'Getting off to a good start' kit, whereby school uniform can be purchased for the child along with other school essentials such as book bag, PE bag and chair bag.
 - Offer of paid attendance at up to 2 school based after school clubs.
 - All school trips paid for through the PPG allocation.
 - Free hot cooked on-site school meals.
- Strategies and other additional support are then identified, focusing on each child's specific needs. This tailored needs driven approach varies for each child but may include:
 - Additional 1:1 or small group work with an identified teacher, HLTA, TA or LSA.
 - Place at Breakfast Club or local After School Club paid for.
 - Purchase of specialist equipment e.g. karate or dance kit for attendance at school based after school club.

- Books purchased for at home to support in school learning.
- Any other personalised support that may be necessary to help the child meet their full potential.

Monitoring and Evaluation

Whilst the decision on the expenditure of the PPG is given by the government to the Head teacher, we ensure that we take a more holistic view in our school, involving all relevant members of staff and the Governing Body. This also extends to the monitoring of PPG expenditure and evaluating the impact it has had on the child's pastoral and academic achievement.

Each PPG strategy or intervention is discussed and monitored by the SLT with class teachers and Key Stage Leaders at termly tracking meetings. Evaluation is on-going throughout any interventions so that the SLT can identify successes and make changes to strategies which do not have the desired impact.

Reporting

It is the responsibility of the Head teacher, or a delegated member of staff, to produce regular reports for the Governing Body which will demonstrate the impact of the use of the PPG funding.

The Governors of the school will in turn ensure that there is an annual statement to parents and carers, placed on the school website, on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for these particular pupils. This task will be carried out within the requirements published by the Department of Education.

Review

This policy will be reviewed every two years as part of the school's policy review cycle, or sooner in the case of new information changes and/or legislation.