



# HINGUAR PRIMARY SCHOOL AND NURSERY

## PUPIL PREMIUM POLICY

This Policy was approved by the Governors  
October 2019. It will be reviewed on an annual basis.

**Responsible member of Staff**  
**Mrs. F. Willis (Acting Head teacher) / Mrs.K. White (SENCO)**  
**Designated Governors**  
**Mrs. Geraldine Hansford (Chair of Governors)**

*“Hinguar Primary School is committed to safeguarding and promoting the welfare of children and expects all staff, governors and volunteers to share this commitment”.*

### **Background Information**

The Pupil Premium is grant funding direct from the Government and is in addition to the School’s Delegated Budget.

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning on the 1st April. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

The grant does not have to be completely spent by schools in the financial year some or all of it may be carried forward to future financial years.

At Hinguar we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to ‘close the gap’ regarding attainment.

All our work through the Pupil Premium, will be aimed at accelerating progress, moving children to **at least** age related expectations. Pupil Premium resources will also be used to target higher attaining pupils eligible for the grants.

### **Aims**

At Hinguar Primary School and Nursery we have high aspirations and ambitions for our children and believe that every child should achieve success no matter what their background. We are determined to ensure that our children are given every chance to realise their full potential. The targeted and strategic use of Pupil Premium funding supports us in achieving this outcome.

### **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent emotional difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

## **Purpose of policy**

1. To ensure consistency in our approach to supporting children who are eligible for the Pupil Premium funding.
2. To outline the outcomes we expect so that these can be closely monitored, evaluated and how we will ensure the pupil premium is spent to maximum effect.

## **Outcomes**

1. Children eligible will have increased motivation and self-esteem.
2. Attainment and progress of pupil premium and disadvantaged children is in line with national expectations or better.
3. Accelerated progress of those children identified.
4. Socially disadvantaged children engage fully in the life of the school and have greater opportunities to take a full part in the school's curriculum including educational visits

## **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

### Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

### Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding
- Children's individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

## **LAC Premium**

The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.

The VSH will ensure there are arrangements in place to discuss how the LAC child will benefit from pupil premium funding with the school's designated LAC lead who will be the LAC advocate best to understand their needs. Local authorities may not carry forward funding held centrally into the next financial year.

## **Provision**

The range of provision the staff and Governors consider making for this group include:

- Increasing adult to child ratios for some of the time in classes where children attract additional PP funding, improving opportunities for pre and post teaching, effective teaching and accelerating progress;
- Providing 1-1 and small group work with an experienced professional focused on overcoming gaps in learning, social, emotional or physical development;
- Providing support for parents- Early morning routines-attendance, workshops to support their children's learning within the curriculum

- Additional teaching and learning opportunities provided through our learning mentor, trained LSAs or external agencies;
- Accelerating progress moving children to at least age related expectations and above. Initially this will be in social, emotional, self-esteem, confidence, communication, English and maths;
- In addition, the school recognises that the wider curriculum supports and enriches children's development in confidence, communication, social integration, English and maths, and therefore funding will also be allocated to enable children who would not otherwise be able, to participate fully and actively in wider and extra-curricular activities;
- Children for whom the school receives Pupil Premium funding **and** who qualify for or have ever qualified for FSMs may access a uniform grant.
- Generally, all children with PP funding will be supported to attend one club per term over the year;

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used-achievement data, pupil's work, observations, learning walks, case studies and staff, pupil and parent voice.
- Assessment data is collected on a termly basis so that the impact of intervention can be monitored regularly
- Assessments are regularly moderated to ensure accuracy
- Regular pupil progress meetings focus on identified pupils' progress
- Case studies are used to evaluate impact of pastoral interventions, such as attendance or behaviour
- The school's leadership team maintain an overview of pupil premium spending
- A designated governor is given responsibility for pupil premium

### **Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, to report to the Governors on:

- the progress made towards narrowing the gap, for pupils for whom the school receive Pupil Premium funding;
- an outline of the provision that was made since the last meeting;
- an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

### **To Parents**

Parents will receive information as to the progress of pupils through the same channels as all pupils: parent/teacher interviews, personal information when they have individual support plans and through reporting of assessment results at the end of each Key Stage.

The Governors of the school will ensure that there is an annual statement on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for disadvantaged and other PP pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.