



Pupil Premium and Pupil Premium Plus Policy 2019/20

Written by:	Russ McKee	Date: 17/09/2018
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Approved by:	Tom England	

To be read in conjunction with the School Behaviour policy, Special Education Needs policy, Equality policy, Admissions policy, Safeguarding & Child Protection policy and Antibullying policy

Policy statement

Introduction

Amber Valley and Erewash Support Centre must have a strategy which sets out clearly for all stakeholders how Pupil Premium funding is allocated, how it is spent and what the impact of this expenditure has been. Amber Valley and Erewash Support Centre will ensure that there is an annual impact statement prepared to show how Pupil Premium funding has been used to diminish the difference in achievement for all eligible pupils.

This will be carried out within the requirements published by the DfE and will appear on the school website.

For DfE information follow this link:

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to2018/pupil-premium-conditions-of-grant-2017-to-2018>

The Pupil Premium

The Pupil Premium is a government initiative designed to target resources towards those pupils deemed to be from a disadvantaged background.

This is as follows:

- Pupils in year groups reception to year 6 as recorded as Ever 6 FSM receive £1,320.
- Pupils in years 7 to 11 recorded as Ever 6 FSM receive £935.
- Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority receive £1,900.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order receive £1,900.
- Service children Pupil premium per pupil Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of child pension from the Ministry of Defence receive £300.

Core principles for expenditure

- Whilst the DfE does not explicitly state how this funding is to be spent at the Amber Valley and Erewash Support Centres we believe the funding should be directed towards activities and initiatives that will improve progress and raise attainment for this group of pupils.
- Any pupils identified with barriers to accessing the full curriculum will be supported through a strong focus on literacy (reading, writing and communication) and numeracy. This support will be bespoke in order to sustain the greatest impact on pupil outcomes.
- The quality of teaching opportunities at our Support Centres are designed, delivered and evaluated to ensure that they meet the needs of all pupils and groups of pupils; the focus is on developing high quality lessons/quality first teaching as the norm rather than relying on interventions.
- Amber Valley and Erewash Support Centres recognise that the development of the rounded individual is not achieved solely in a classroom environment. Out of class learning and enrichment forms a large part of our school work and should be considered as intrinsic to the Pupil Premium spend.
- All provision and intervention made for FSM, CLA and services pupils is based on a sound analysis of individual needs in both English and mathematics. This will be accomplished via detailed data analysis, professional judgement and getting to know our pupils.
- Not all pupils eligible for Pupil Premium funding will be in receipt of targeted interventions at the same time.
- When evaluating the impact of provision, all data is analysed forensically through comparisons to national data and compares the progress and attainment of FSM to non-FSM pupils, CLA to non-CLA pupils and children of service personnel to all other pupils.

All staff and members of our Management Committee are thorough in ensuring that the use of this funding contributes to pupil achievement. Where appropriate, Performance Management objectives will include reference to the use and evaluation of Pupil Premium funding.

Core expectations

- Amber Valley and Erewash Support Centre will develop and publish a strategy for the spending of the Pupil Premium allocation using analysis of performance data, taking account of the barriers for the eligible pupils and use quality research to provide a rationale for decisions.
- All staff members have access to high quality and bespoke Continuous Professional Development (CPD) to gain training, expertise and experience in working to narrow the gaps in achievement between pupils eligible for funding through the Pupil Premium and all other pupils. This is achieved through our Teaching School Alliance.
- Amber Valley and Erewash Support Centre will work in collaboration, where appropriate, with local partners to support high quality provision for our pupils eligible for Pupil Premium funding.
- Each Head of Centre has a clear overview of Pupil Premium funding allocation, spend and impact for their own site. Each Head of Centre is held to account by the Senior Head of Centre.
- All teachers are expected to know the pupils they teach who are eligible for Pupil Premium funding and are held accountable for their progress.
- The Management Committee will have the responsibility for the oversight of Pupil Premium funding and will be involved in the decision making and challenge of how this funding is spent.
- All strategies funded through the Pupil Premium are aimed at accelerating progress, ensuring that pupils reach at least age-related expectations and, where possible, beyond. Initially this will be in English, Mathematics and Science. Pupil Premium will also support pupils accessing a weekly Program of Outdoor Education and Assertive Mentoring.
- Pupil premium resources are used additionally to target able pupils to achieve the highest levels.
- Clear and challenging success criteria are set for each pupil based on analysis of their needs.
- Where appropriate, the following strategies may be used to support and extend pupils eligible for Pupil Premium funding and Heads of Centre will refer to the

Education Endowment Foundation to provide a clear rationale of their chosen strategy.

- Individual/small group intervention in English, Mathematics and Science as need dictates.
- Investment in developing quality first teaching o Improving the quality of Feedback.
- Providing small group work with an experienced class teacher/subject specialist focused on overcoming gaps in learning.
- Learning and Intervention support (1:1) to enable pupil to access learning fully and accelerate progress.
- Focused work to raise self-esteem, support pupil welfare and extend personal development in order that pupils make appropriate choices to maximise learning opportunities.
- Strategies for improving attendance, behaviour and/or family links as required. Impact of the provision will be evaluated by the Senior Leadership Team (SLT) in line management meetings and amended, where appropriate, where strategies are not providing the necessary outcomes. Strategies will be constantly under review to ensure maximum impact and value for money.

For information from the Education Endowment Foundation please follow this link:

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

Reporting and accountability

It will be the responsibility of each Head of Centre to report to the Senior Head of Centre on the following:

- An evaluation of the progress made towards diminishing the difference between those pupils eligible for Pupil Premium funding – FSM/ CLA/ Children of service personnel – and other pupils, as demonstrated through assessment data and comparisons with the same data for all other pupils.
- An outline of the provision that has been agreed and implemented since the last academic year.
- Whether value for money is being achieved against the provision made using Pupil Premium funding.