



Pupil Premium Grant (PPG)

Policy

Written / reviewed by	R Swaby
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'To Be The Best That We Can Be'

Our Intent

At Delph Primary School, we are committed to valuing the individuality of all our pupils and to giving all pupils every opportunity to achieve the highest of standards. This is underpinned by our mission statement, 'To be the best that we can be.'

It is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well across all subject areas.

This policy outlines the commitment of the staff and Governors of Delph Primary School to ensure that equality of opportunity is available to all members of the school community. This means, not simply treating everybody the same but, understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school and celebrating and valuing the equal opportunity achievements and strengths of all members of the school community.

School Profile

Delph Primary School has approximately 210 pupils and up to a further 18 within our school's Pre-School setting. Most pupils are of white British ethnic origin and speak English as a first language, with approximately 4% of pupils from minority ethnic groups. Approximately 13% of pupils have Special Educational Needs and/or Disabilities and are registered at SEND Support or have an EHCP. Approximately 13% of pupils are eligible for Pupil Premium support.

Background to the Pupil Premium Grant (PPG)

The Pupil Premium Grant (PPG) is additional funding given to publicly funded schools in England to raise the attainment of 'disadvantaged pupils' and close any gaps between them and their peers.

Pupil Premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who meet any of the following criteria:

- Low-income families with children who are registered as eligible for Free School Meals (FSM).
- Any child who has been registered for FSM at any point in the last 6 years (Ever 6 FSM).
- A child in care who has been looked after continuously for 6 months or longer (CLA / AfC).
- A child whose parents are serving in the armed forces (Service Premium).

Families whose children are in our Reception and Key Stage 1 classes, who are entitled to Universal Free School Meals, still need to apply and inform the school to ensure that we receive the correct amount of funding.

**Schools receive their funding every financial year (April – March) and this is spent accordingly each term.*

Provision at Delph School

At Delph, we work in partnership with families and external providers to ensure that the choices we make, with regards to how the money is spent, are the best possible choices that will ensure the best possible outcomes for our pupils.

The key principles of our PPG strategy are:

- All children leave Delph Primary School with a breadth of knowledge, enriched through varied experiences and opportunities.
- All children develop a love of reading through exposure to high quality texts.
- All children develop the necessary vocabulary to be able to communicate effectively.
- All children leave Delph Primary school reaching their full potential irrespective of background or ability.
- Parents feel included and involved with school so that they can provide effective support to their children.
- Attendance of disadvantaged children is in line with other children in school.

As a school we aim to use our Pupil Premium to:

- Ensure all pupils can reach their full potential.
- Ensure a range of effective learning experiences in the classroom and beyond.
- Provide a range of group and individual interventions designed to support those with identified needs.
- Offer a broad and balanced range of activities, designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning and themselves.
- Encourage all pupils to develop positive attitudes, self-confidence, resilience and a love of learning.
- Work in partnership with parents, other schools and external agencies.

The range of provision the Senior Leadership Team and Governing Board may consider making could include:

- Achievement and Standards work, including additional class-based or intervention work to accelerate progress of targeted groups or individuals.
- Learning support, to enable children to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Needs.
- Pastoral work, which involves raising self-esteem and / or confidence, extending personal skill sets and supporting children to make appropriate choices in order to maximise learning opportunities.
- Out-of-hours and enrichment opportunities, to ensure that children are supported to develop talents in sport and creativity, to also improve self-confidence, motivation for school, and commitment to their school experience.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. In some instances, match-funding, agreed in partnership with the family, may be considered. We use research evidence from the Education Endowment Foundation (EEF) to inform our decision making in regard to the most effective intervention which is also considered to be value for money.

Pupil premium funding is not to be regarded as a personal budget and can be used collectively to support provision within school.

We recognise that not all pupils who receive Free School Meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We reserve the right therefore to allocate the PPG to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or has been previously identified, over the last six years. We will work in partnership with families to ensure the best outcomes can be secured.

Barriers to Success

The current barriers to successful educational achievement faced by some of our pupils include:

- Attendance, punctuality and absence from school.
- Access to technology / remote learning.
- Low self-esteem and confidence.
- Successful transition & inward mobility (YN-YR, YR-KS1 / KS1-KS2 / KS2-KS3).
- Emotional Health and Wellbeing (EHWB) challenges.
- Access to wider opportunities and enrichment activities that are in addition to what the school curriculum offers.
- Access to extra-curriculum clubs, visits and visitors where a fee is charged.

Impact Measures

All of our work through the PPG will be aimed at accelerating progress and moving children to at least age-related expectations. Pupil Premium resources may also be used to target able children to achieve the Greater Depth standard.

The impact and success of the PPG allocation is regularly monitored and reviewed by the Senior Leadership Team and the Governing Body through:

- Pupil attainment (using Early Learning Goals, National Curriculum statements and / or PIVATS).
- Pupil participation in class (group / whole class contributions).
- Pre and post checklist of skills following an initiative. i.e. What could they do before? What can they do now?
- Pupil evaluations and discussions.
- Parent evaluations and discussions.
- Class Teacher / Support Staff observations.
- External agency data / assessments.

Reporting:

It will be the responsibility of the Headteacher to produce reports for Governors on:

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- An outline of the provision in place at the school.
- An evaluation of the effectiveness and impact.

Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Pupil Premium Policy					
What?	Probable Content	Why?	Who?	Where?	When?
PPG data FSM data	Name D.O.B. Address Eligibility for FSM	Identify eligibility for additional support via PPG	All Staff (as necessary)	SIMS database PPG pupil logs	Held on File throughout a child's time at school
This Policy has Few / No Data Compliance Requirements		This Policy has A Moderate Level of Data Compliance Requirements		This Policy has a High Level of Data Compliance Requirements	
		✓			

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.