Revision Record of Published Versions			
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Deputy Head Teacher	20th January 2014	1.0	Draft Policy for Curriculum Governors Consultation
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West Jesmond Primary	21st January 2014	1.0	Consultation and revision with Curriculum Governors
West Jesmond Primary	2nd February 2014	2.0	Revised, following Governor feedback, presented to Full Governors 4/2/14

Our Aim

West Jesmond Primary is determined and committed to providing all its children with the best education possible; helping everyone to achieve the very best they can. The pupil premium grant is used strategically to support targeted children achieve this aim. As a school we do this by assuring outstanding first wave teaching; the best possible delivery of learning experiences; high quality targeted professional development for staff.

In addition, we have created a range of targeted group and individual interventions, as well as a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning, designed to support those with identified needs linked to the pupil premium grant.

Principles

At West Jesmond Primary school all teaching and learning opportunities should meet the needs of all pupils. Where necessary, provision may be varied and adapted (funded by the Pupil Premium) to meet the differing needs of those pupils who have been identified as *'vulnerable'*, either individually or as a part of a wider group.

Variation and adaption of provision will be determined by a needs analysis: pupil data and tracking[1], social need[2] and current research on pupil premium provision and maximising its impact[3].

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[1] Key data milestones are: on entry Reception baseline, end of Reception data, achievement between end of Early Years Foundation Stage and Key Stage 1, achievement between end of Key Stage 1 and end of Year 4 and finally achievement between end of Key Stage 1 and end of Key Stage 2. Achievement is defined as both progress between milestone points and attainment against national benchmarks.

[2] 'Social need' is informed by teacher observations and SENCo referrals; reports and information from outside agencies such as social care and education welfare including attendance data; meetings and dialogue with parents; discussion with children and pupil surveys such as PASS.

In structuring provision, funded by the pupil premium, we recognise that not all pupils who receive or have previously received free school meals (FSM) will be *'socially disadvantaged'* or *'vulnerable'*. Furthermore, we also recognise that not all pupils who could be described as *'socially disadvantaged'* or *'vulnerable'* are registered or qualify for free school meals, either at present or in the past. As a result, whilst always linked to a child or a group of children receiving the Pupil Premium, additional children identified as being *'socially disadvantaged'* or *'vulnerable'* , may benefit from variation or adaption in provision. Therefore, groups funded by the grant may be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

Pupil premium funding will be allocated following the needs analysis, as described above, by the Deputy Head Teacher and Assistant Head Teacher. Once the needs analysis has been completed priority classes, groups or individuals will be identified.[4]

Provision

The provision may include:

1. Achievement and Standards work including additional class based or intervention work to accelerate progress for targeted groups or individuals, alongside tracking systems to monitor progress.

2. Learning Support to enable children to fully access learning and accelerate progress where there are specific barriers other than identified special educational learning needs.

3. Pastoral work undertaken to raise the self-esteem, extending personal skill sets and supporting children to make appropriate choices in order to maximise learning opportunities.

4. Out of Hours and enrichment to ensure that children are given a full opportunity to develop other talents in sport and creativity, also improving self-confidence and motivation for school.

Though varied in its nature and form, all our work through the pupil premium will be aimed at the same outcome: accelerating progress; ensuring children make or exceed expected progress between the Early Years Foundation Stage and KS1 and KS1 and KS2, ensuring pupils achieve age related expectations, regardless of their starting points. As a result Pupil premium resources may be used to target able children receiving the grant to exceed national achievement benchmarks by attaining a level 3 at Key Stage 1 or a Level 5 and above at Key Stage 2.

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[3] Examples: **Sutton Trust (2013)** *'EEF Tool Kit'* available at:
http://educationendowmentfoundation.org.uk/toolkit/'; **Ofsted (2013) :** *'The Pupil Premium: how schools are spending the funding successfully to maximise achievement'* http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement **Department of Education (2013) : '***Evaluation of the Pupil Premium'* available at
https://www.gov.uk/government/publications/evaluation-of-pupil-premium
[4] As provision is targeted specifically to meet and support pupil needs, not all children receiving the pupil premium will be in receipt of pupil premium interventions at any one time.

Continuous Professional Development for Teachers and Teaching Support Staff

Pupil Premium funding may also be used to provide sustained professional development opportunities for teaching staff. This will be targeted to improve the quality of teaching in relation to specific strategies or approaches that research suggests will disproportionately benefit 'vulnerable' pupils.[5]

Reporting

It will be the responsibility of the Senior Leadership Team (HT, DHT and AHT) to produce regular updates and reports (listed below) for Governors, to ensure funds have been used appropriately:

- annual spend *plan* for pupil premium (published on school website)[6]
- annual spend *statement*, at the end of each financial year (published on school website)
- termly pupil premium expenditure report to Finance Sub-Committee
- outline of provision (cross referenced with EEF research[7] on best use of pupil premium); impact will be evidenced through both qualitative and quantitative data analysis.
- data analysis of progress, attainment and the gap between those receiving the premium and those who do not
- detailed spread sheet of individual provision and allocated hours of varied or additional provision
- data analysis (in the form of pen portraits) of individual children, pass survey result, attendance data and their provision and progress against key milestone targets
- recommendations for changes to provision portfolio including costing new members of staff, materials, software or hardware.

All of the above are in line with or in addition to, pupil premium accountability requirements published by the Department for Education. As indicated above, an annual spend *plan* will be published on the school website, followed by an annual spend *statement* (at the end of the financial year) to satisfy the requirement to inform parents about how the pupil premium has been spent.

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[5] Examples: staff coaching programme, whole staff meetings focused on quality of teaching and feedback to pupils, peer observations and lesson study projects, teaching and learning course.

[6] Note: spend *plan* published, at the beginning of each financial year, may not match final expenditure due to changes in provision and variation in expenditure, informed by pupil achievement, throughout the course of the academic year. Adjustments may also need to be made as a result of variations in grant allocation made payable by the Department of Education. At the end of the financial year, a pupil premium spend *statement* will be published on the school website, indicating the final total amount allocated under the grant, types of provision provided, as well as final provision expenditure.

[7] **Sutton Trust (2013)** *'EEF Tool Kit'* p.2 available at: http://educationendowmentfoundation.org.uk/toolkit/