



# PUPIL PREMIUM POLICY June 2019

DATE POLICY TO BE AGREED AT COMMITTEE LEVEL: June 2019  
DATE POLICY TO BE RATIFIED BY FULL GOVERNING BODY: July 2019  
REVIEW DATE: July 2022

SIGNED: CHAIR OF GOVERNORS  
SIGNED: HEAD TEACHER

[The Pupil Premium Grant \(PPG\)](#)

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also received funding for children who have been adopted from Social Care during the previous six years and children of service personnel.

In addition, Pupil Premium Plus (PP+) was introduced in April 2014 which is allocated to schools to work with pupils looked after children from the day after they are placed into care, For each of these pupils there is a £1900 allocation. This PP+ is controlled by Stockport's virtual head teacher and released in blocks during the year.

### Philosophy

At Hazel Grove Primary school, we are concerned with the whole person. We believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of PPG supports us in achieving this.

### Purpose

To ensure consistency in our approach to supporting children who are eligible for the PPG. To outline the outcomes we expect so that these can be closely monitored and evaluated.

### How much money does HGPS receive for this funding?

2017- 2018 - **£123,576**

2018-2019 - **£143, 880**

**2019 – 2020 projection - £148, 480**

### What does HGPS do to ensure Pupil Premium funding is used effectively?

We have a clear, strategic approach to the use of specific Pupil Premium funding. Pupil Premium plans are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensures that Pupil Premium funding has the necessary impact. This includes an identified governor having responsibility for Pupil Premium,

a member of staff with a TLR responsibility for Pupil Premium learners, the Head Teacher and the Deputy Head Teacher and School Leadership team leading the development plan and a coordinated senior leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors, ensuring that the school is held to account for the impact of spending.

### Principles

1. We ensure that teaching and learning opportunities meet the need of all our pupils.
2. We ensure that appropriate provision is made for pupils who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the PPG to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
5. PPG will be allocated following a needs analysis which will identify priority individuals, groups or classes. Limited funding and resources means that not all children receiving free school meals will always be in receipt of pupil premium interventions at any one time.

### Provision

The range of provision the Governors may consider making for this group could include:

- Provision of 1:1 tuition with an experienced teacher or teaching assistant.
- Provision of small group work with an experienced teacher or teaching assistant.
- Additional teaching and learning opportunities provided through external agencies.
- Provision of support for pupils who require support emotionally to enable them to learn.
- Provision of online home learning materials to enhance learning further.
- The use of trips and external visitors to enhance educational and real-life experiences.
- Provision of an alternative curriculum to develop the self-esteem, self-confidence and 'readiness to learn' of specific children.
- Staff training to develop skills in particular areas in order to accelerate progress for learners.
- The provision of specific or specialist equipment and/or specialist staff.

All our work through the Pupil Premium, and Pupil Premium Plus, will be aimed at accelerating progress and moving children to **at least** age related expectations. Pupil

Premium resources may also be used to target higher attaining pupils eligible for the grants.

### Reporting

- It will be the responsibility of the headteacher, or a delegated member of staff to produce regular reports for the Governors on: The progress made towards narrowing the gap for socially disadvantaged children.
- It will be the responsibility of the headteacher, or a delegated member of staff to rigorously track the attainment and progress of our socially disadvantaged children throughout the school.
- An outline of the provision.
- An evaluation of the cost-effectiveness, in terms of progress, made by the pupils receiving a particular provision.
- Reports on how the money has been spent are available on the school website for the Hazel Grove community

The Governors of the school will ensure that there is an annual statement to parents on how the PPG has been used to address the issue of 'diminishing the difference' for socially disadvantaged pupils. This task will be carried out within the requirements published by the DfE.

### Outcomes

1. Pupils eligible for PPG will have greater chances available to them to enhance opportunities and attainment.
2. Children will be given every opportunity to overcome any barriers to learning that they may face.
3. Children's enhanced opportunities will raise motivation and self-esteem.
4. Attainment of targeted children will be maximised.
5. Accelerated progress of those children.
6. Targeted children will have greater opportunities to take a full part in the school's curriculum including educational visits.