



Hayfield Cross
Church of England School

Pupil Premium Policy

Ratified by the Governors	
Signed	
Name	Helen Cracknell
Position	Chair of Governors
Date of Policy	20 th October 2016
To be reviewed by (date)	October 2017

The Hayfield Cross Promise

Our promise is to nurture and inspire children to be pioneers of their own futures. Our children will radiate positivity and have high aspirations for themselves and others.

Children will develop depth of learning through rich and exciting experiences and opportunities in and out of the classroom.

Guided by our Christian values, our children will develop a strong moral compass. Valuing and respecting others they will become individuals who contribute to our global community as citizens of modern Britain.

Pupil Premium Policy 2016-2017

This policy was adopted by the Governing Body in Autumn 2016. This will be reviewed in Autumn 2017.

The Pupil Premium (PP) is an amount of money allocated to schools on a per pupil basis for any child who has been eligible for Free School Meals (FSM) at any time during the preceding six years - known as FSM Ever 6. This is deemed to be the most useful indicator of a child's current needs. Because of the established link between deprivation and educational underachievement, this grant is aimed at giving schools additional resource to support such children in overcoming any barriers they may have in successfully engaging with education. It also applies to Looked After Children Adopted from Care (on or after 30.12.05) and, at a reduced rate, to the children of service families.- (known as Ever 4 Service Child and applies to children recorded as such since 2011- see Appendix 1 for full definition and eligibility details).

At Hayfield Cross Church of England Primary School, all students eligible for PP are enabled to make good progress and to engage fully in every aspect of school life. We do not confuse eligibility for PP with low ability and recognise that some children eligible for PP may also be amongst our more able pupils. It is important, therefore, to take account of pupils' starting points and their potential to improve even further and to direct PP funding at accelerating progress.

Aims

- To ensure all PP pupils make good or outstanding progress.
- To ensure PP funding reaches the groups of pupils for whom it was intended.
- To ensure PP funding makes an impact on pupils' education and lives by providing full access to the curriculum and extra-curricular activities.
- To ensure that PP will be used to raise achievement and attainment by providing access to additional or appropriate educational support.
- To ensure funding closes the gap between the achievement of PP pupils and their peers.
- To use the funding to address other underlying inequalities between PP pupils and others.
- To ensure all staff are aware of who the PP pupils are, know the systems in place to support them and are monitoring progress accordingly.
- To designate a staff member with responsibility for monitoring PP pupil progress and expenditure of PP funding.
- To identify ways of effectively allocating the PP funding to give the best results.

Identification

PP is allocated to:

- Pupils who are, or have been, in receipt of FSM at any time in the last six years. The definite list of pupils in this category is held at the Department for Education and communicated to schools periodically.
- Pupils who are looked after/adopted from care (CLA)
- Pupils whose families are, or have been, in the military service and satisfy the criteria as set out by the Department for Education.

At Hayfield Cross Church of England School, any pupil who becomes eligible for FSM during the year will be added to the list and treated as a PP pupil for the purposes of this policy and will have access to funding / support even if the school has not yet received funding for them.

The data held on pupils is available to members of staff through our Schools Information Management System (SIMS), it includes identifying pupils who are eligible for both PP and currently eligible for FSM. The electronic marksheets available to teaching staff contain all the relevant data on individual pupils, including their eligibility for either FSM or PP or both.

Responsibility

It is the responsibility of all members of staff to ensure that all pupils receive the education, care and support they need to become happy and successful adults. As CLA children are seen to be more likely to need additional support in order to become successful, they may require particular organisational focus.

At Hayfield Cross Church of England School, the Class teachers know each pupil in their class the best. The first responsibility therefore lies with the class teacher in identifying where a PP pupil has particular needs, which could be a barrier to the successful engagement with their education or the wider life of the school. Concerns should be passed on to the Head Teacher.

The aggregated knowledge about the PP pupils is the responsibility of the dedicated, Inclusion Manger, who will track and keep records on PP students, including their engagement with enrichment activities.

The Inclusion Manager will:

- Advocate for PP pupils with the Senior Leadership Teams (SLT), Governors and relevant outside agencies.
- Aggregate the particular needs of such students from internal records.
- Based on this analysis, plan any behavioural, social and emotional support as may be necessary.
- Work with the Class teacher in planning early and effective intervention to support learning needs.
- Maintain an overview of the progress of PP pupils.
- Intervene, where necessary, to support and advance their progress.
- Manage liaison with home and with parents.
- Manage the budget lines designed to support access to enrichment activities and other necessary support for the better engagement in learning.
- Report regularly to SLT and Governors on all aspects of the engagement and progress of PP pupils.

The Class teacher is responsible for providing a planned programme of learning support in conjunction with the relevant teacher.

The School Business Manager is responsible for providing up to date information for staff and regularly updating SIMS with Pupil information, so the progress of PP pupils may be regularly tracked and monitored using the schools assessment tracking system.

The Deputy Head has responsibility to ensure, through Quality Assurance of Leaders of Learning, that PP pupils receive good quality teaching and in particular increased feedback via their Class teacher.

The Head Teacher is responsible for ensuring there are sufficient resources and staff available to support the needs of PP pupils identified in the implementation of this policy, within the reasonable limits of available funding.

Assessment of Need

Pupils who are eligible for PP will be assessed on the following basis:

- Expected progress in Reading, Writing and Maths and other curriculum areas at Hayfield Cross Church of England School.
- Expected progress in core subjects at Hayfield Cross Church of England School.
- Application to learning.
- Attendance.
- Behaviour.
- Social and emotional engagement.
- Health and welfare.
- Hobbies and interests.
- Home life.

Following analysis of need, the Class teacher will be responsible for deciding whether the pupil requires further support.

Learning Support

All pupils eligible for PP and who are making less than expected progress for learning reasons are entitled to:

- Analysis of learning need.
- A planned programme of intervention proven to be effective in addressing the identified learning need(s) - including access to one-to-one and small group tuition in literacy and numeracy where necessary.
- Access to specialist support where necessary as identified by Hayfield Cross Church of England School.
- Access to books and ICT equipment, as necessary, to support their identified learning need.
- Advice to parents about best methods for supporting pupil's specific needs.

Pupil Support

All pupils eligible for PP may be entitled to:

- An analysis of barriers to learning and engagement.
- A planned programme of behavioural, social and emotional support proven to be effective in addressing the identified need(s).
- Access to a qualified counsellor.
- Access to behaviour support.
- Regular contact with parents.
- Discretionary financial support for attending school residential visits – maximum one per academic year (via Application Form – see Appendix 2).

- Discretionary financial support for participating in curriculum enrichment activities (via Application Form – see Appendix 2).
- Discretionary financial support for the cost of the purchase of basic school uniform (via Application Form – see Appendix 2).
- Discretionary financial support for engagement in enrichment activities eg after school clubs and activities (via Application Form – see Appendix 2).

Finance

Each school receives an annual amount of Pupil Premium funding (see Appendix 1), the monies are distributed using criteria from the Virtual School within Northamptonshire County.

The money allocated to Hayfield Cross Church of England Primary School creates a pot of funding for the school to draw upon and allocate to where it is deemed appropriate, by the school, to support needs; including whole school enrichment, teaching assistants and resources.

Income and expenditure for PP in each academic year will be published separately to this policy and is available on the schools website.

The vast majority of the available PP grant supports the activities of Learning Support and Pupil Support in relation to meeting the needs of PP pupils. However, there is a need to allocate a proportion of funds to allow PP pupils to engage in school and in other activities on an equal footing with other pupils. We refer to this as Discretionary Financial Support.

The allocation of PP budgets will be subject to annual agreement by PP Governors in Term 6 based on the financial year budget at that time for the academic year starting in the September i.e. the next academic year.

Allocations should be, wherever possible, designed to meet anticipated need for the current cohort of PP pupils based on historical patterns of expenditure.

In order to obtain Discretionary Financial Support, the Inclusion Manger, Class Teachers or parents will apply using the form at Appendix 2. This allows the school to ensure appropriate distribution of funding and to track and report as required by the DfE and Ofsted.

The school will contact all parents of pupils eligible for PP when they first join the school and make them aware of the available support. Discretionary Financial Support levels are available in Appendix 1. Payments for Discretionary Financial Support are made after parent's applications have been considered and agreed by the Head Teacher. Each application is looked at on an individual basis.

Pupil Premium Amounts Devolved to Schools (Appendix 1)

Financial Year	All Pupils	Up to KS2	KS3 & Up	CLA	Military Service
2015-2016	N/A	£1,320.00	£935.00	£1,900.00	£300.00
2016-2017	N/A	£1,320.00	£935.00	£1,900.00	£300.00

Discretionary Financial Support

Financial Year	Uniform & Clothing	Enrichment Activities (Over-all cost of activities per year, not per activity)
2016 – 17	£50.00 (max.)	*£50.00 (max.)

*This figure reflects 50% of the potential overall cost of activities per academic year. Parents can apply for Discretionary Financial Support up to 50% of each activity cost.

Definitions

Service Children

For 2016/17 any child who has been categorised as a Service Child since 2011 will be eligible for the Service Premium. These children will be known as 'Ever 4' Service Children.

The Service Premium gives schools extra funding to support children and young people with parents in the armed forces. Pupils attract the premium if they meet the following criteria:

1. One of their parents is serving in the regular armed forces.
2. One of their parents served in the regular armed forces in the last 3 years.
3. One of their parents died whilst serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

Enrichment Activities

These activities include school day trips, school residential trips, music tuition within school, external agency before, during and after school activities.

