



TEES VALLEY
EDUCATION
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Tees Valley Education

Pupil Premium Grant (PPG) Policy

ETHOS STATEMENT

The Local Improvement Board, Local Academy Committees, Senior Leadership Teams and staff at all Tees Valley Education Trust academies are committed to providing an inclusive, safe and stimulating environment, where everyone is considered a valued 'community citizen'. We are committed to the continuous improvement and fulfilment of potential in every child. Our strong community ethos ensures everyone in the academy, including parents, play an important role in sharing responsibility for the development of positive behaviour and attitudes.

The Local Academy Committee will consider the information provided and will ensure there is an annual statement to parents published on each academy website, outlining how the PPG funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Aims:

At Tees Valley Education we have high aspirations and ambitions for all of our children, and we believe that all children should be given the opportunities they need in order to achieve to the best of their ability. We strongly believe that all of our children can succeed in life with the right attitude, dedication and commitment to learning. Pupil premium funding represents a significant proportion of our budget, and this policy outlines how we will ensure it is spent to maximum effect.

Background:

The pupil premium is a government initiative aimed at targeting extra money at pupils from deprived backgrounds to drive up standards. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM) as an indicator of deprivation, as well as looked after children and service children, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a six year period (ever 6). At Tees Valley Education Trust we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

In 2014, the Government introduced 'universal free school meals' for all KS1 children, and in 2015 introduced a new Early Years Pupil Premium, for all eligible EYFS pupils (pre-Reception age).

The current amount allocated to Primary schools for eligible pupils, as of 2018, is:

Pupil Premium £1320

Pupil Premium plus up to £2300 (actual amount determined by each LA Virtual School Headteacher)

EYFS Pupil Premium £302

Service children Pupil Premium £300

Target children (in addition to FSM, LAC and Service Children) include:

- children known to be vulnerable e.g Child in Need, Protection plan, Team around the Family
- children listed as having significant medical needs
- children who have been referred to outside agencies for mental health issues
- children from low income families where financial hardship or difficulties are known
- children who receive support from the pastoral team e.g attendance, behaviour, family welfare

Context:

When making decisions about using pupil premium funding it is important to consider the context of the academy and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak social, communication and interaction skills, lack of confidence, behavioural difficulties and attendance/punctuality issues. There may also be complex family circumstances that present as a distraction for children, preventing them from flourishing. The challenges are varied and there is no 'one size fits all' solution.

Key principles:

By following the principles below, we believe we can maximize the impact of our pupil premium spending.

Culture and beliefs

We will provide a culture where:

- staff believe in ALL children
- there are 'no excuses' made for underperformance

- staff adopt a ‘solution focused’ approach to overcoming barriers
- staff support children to develop a positive mindset towards learning and ask this is also promoted in the home

Analysing Data

We will ensure that:

- all staff, including the board of directors and local academy committee members, are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- we use research to support us in determining and deploying the most effective strategies

Identification of pupils

We will ensure that:

- all teaching and learning staff are involved in the analysis of data and identification of pupils
- all staff are aware of who pupil premium and vulnerable children are
- all pupil premium children benefit from the funding, not just those who are underperforming
- underachievement at all levels is targeted (not just lower attaining pupils)
- children’s individual needs are considered carefully so that we provide support for those children who could be doing ‘even better if’

Improving day to day teaching

We will continue to ensure that all children across the academy receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiables, e.g marking and guided reading
- share good practice within school and draw on external expertise
- provide high quality CPD
- improve assessment through joint levelling and moderation

Increasing learning / socialisation time

We will maximise the time children have to ‘catch up’ through:

- improving attendance and punctuality
- providing earlier intervention (KS1 and EYFS)
- extended learning out of normal school hours
 - Breakfast club – LEXIA, computers, reading
 - School holiday activities
 - After school clubs
 - Booster clubs

Individualising support

“At some stage in life, everyone benefits from receiving help, whatever that might be, so we are all getting something somewhere to help us improve ourselves.”

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring intervention support staff and regular teaching and learning staff communicate effectively and regularly
- using team leaders to provide high quality interventions across their phases
- matching the skills of the support staff to the interventions they provide

- working with other agencies to bring in additional expertise, for example:
 - Learning & Language support
 - Educational Psychologist (observation, assessment and resilience groups)
 - Academy counsellor
- Providing extensive support for parents
 - to develop their own skills (Story sacks, Triple P, family learning activities)
 - to support their children's learning within the curriculum
 - to manage in times of crisis (Parent Support Advisor, 1:1 Therapy)
- Tailoring interventions to the needs of the child (e.g targeted literacy and numeracy sessions in the afternoons for children who struggle in main lesson; smaller intervention groups in identified Year groups where attainment is not at expected levels)
- Recognising and building on children's strengths to further boost confidence (e.g school council, celebrate success during weekly assembly)

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, staff/parent/pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly and measured
- Assessments are closely moderated to ensure they are accurate
- Teaching and learning staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- All 'looked after pupils' have termly PEP reviews, with a clear focus on how the academy has used the 'pupil premium plus' effectively, and will work closely with LA Virtual School Heads
- A designated member of the SLT maintains an overview of pupil premium spending
- A member of each TVE local academy committee is given responsibility for pupil premium and ensuring there are robust procedures in place which provide scrutiny and challenge

Reporting

When reporting about pupil premium funding we will include:

- information about the context of each TVE Academy
- objectives for the year
 - reasons for decision making
 - analysis of data
 - use of research
- nature of support and allocation
 - learning in the curriculum
 - social, emotional and behavioural issues
 - enrichment beyond the curriculum

- families and community
- an overview of spending
 - total PPG received
 - total PPG spent
 - total PPG remaining
 - academy contribution
- a summary of the impact of PPG (Evaluation report)
 - performance of disadvantaged pupils (compared to non-pupil premium children)
 - other evidence of impact e.g Ofsted, Accreditations
 - case studies (pastoral support, individualised interventions)
 - implications for PPG spending the following year

Version 3.0 (December 2018)