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**Pupil Premium Policy**

In caring about excellence and each other, and in promoting enjoyment and happiness through fulfilment, the members of Longton Primary School community believe in

**CARE through respect, support and togetherness**

**GROW through choice, opportunity and imagination**

**SHINE through challenge, achievement and celebration**

Pupil Premium Policy

Introduction

This policy was updated in June 2021

Longton Primary School Mission Statement: ***Care , Grow and Shine*** underpins our targeted and strategic use of Pupil Premium through our Pupil Premium Policy.

Longton provides a broad and balanced curriculum for all children in order to develop learning with social, moral, emotional and understanding of citizenship. We believe that all our children have an equal entitlement, and should have an equal opportunity to:

•Develop imagination and creativity

•Acquire skills and abilities

•Have a love of learning

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as the Pupil Premium.

**Pupil Premium**

Pupil premium is additional funding, from the government, provided to schools for supporting more pupils from low income families to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for pupil premium:

•Children who are eligible for free school meals (FSM)

•Looked after children

•Armed forces children

It is for schools to decide how the Pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. The Pupil Premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. In April 2012 this was increased to £623, and further increases have taken place. For this forthcoming financial year, it is now worth £1345 per eligible pupil. Looked after and previously looked after now receive £2345. Children of service personnel receive a lower amount of £310. Schools have the freedom to spend the Premium, in a way we feel meets the needs and raises attainment for all our pupils including the most vulnerable.

All our staff and governors accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision.

Aims and objectives

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

* To ensure that teaching and learning opportunities meet the needs of all of the pupils.
* To ensure that appropriate provision is made for pupils who belong to vulnerable groups,
* this includes ensuring that the needs of socially disadvantaged pupils are adequately

assessed and addressed.

* In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
* To 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 Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

* Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on a school’s website. Section 9 of this regulation requires schools to publish ‘The amount of the school’s allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year’s allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding

was allocated’.

In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

**Provision**

The range of provision the staff and Governors consider making for this group include:

•Facilitating pupils’ access to education

•Facilitating pupils access to the curriculum

•Additional teaching and learning opportunities

**Roles and Responsibilities**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils. Teaching staff will achieve this through quality first teaching, support for pupils, ongoing assessments and pupil progress meetings.

The Head and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional

development opportunities to accelerate pupil’s progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors:

* the progress made towards narrowing the gap, by year group, for disadvantaged pupils
* an outline of the provision that has been made since the last annual report
* an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

A designated member of the school senior leadership team has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes.

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. A designated Governor for Pupil Premium is responsible for ensuring the implementation of this policy. Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

**Reporting**

We will be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.

We will encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM

We will ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body. It will be the responsibility of the assessment and inclusion team, to produce a termly report for the Governor’s Curriculum Committee on:

* The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
* An outline of the provision that was made during the term since the last meeting.
* An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
* The Governors of Longton Primary School will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils.

**How will we show success?**

The evaluation of this policy is based on how quickly the school can ‘narrow the gap’ between socially disadvantaged pupils and their peers. Pupils will be tracked at least termly and targets will be identified and evaluated annually and included in the School Development Plan.

**Documentation**

This Pupil Premium policy along with the details of actions will be published:

* on our website (with paper copies available on request in the school office)
* in the staff handbook and as part of induction for new staff
* may be mentioned in our school development plan, self evaluation review, the school prospectus and newsletters and parent evenings as well as minutes from Governor, staff and senior leadership meetings.
* Pupil Premium Policy should be read in conjunction with the Behaviour policy, Admissions, Single Equalities Policy, Teaching and Learning Policy, SEND policy and Child Protection

**Concerns regarding Pupil Premium provision**

* Initial concerns may be reported to class teacher or SENCO
* If the concern is not resolved, an outline of the concern should be made to the Head teacher
* If the action taken by the Head teacher doesn’t resolve the concern, the complaint should be taken to the Governing Body.
* If unable to be resolved, the complaint should be made to the Local Authority.

Signed: N Scanlan

N Scanlan

Chairman of Governors

**Appendix 1- specific focus on Looked After Pupils**

At Longton Primary School every child has an entitlement to benefit from teaching of the highest quality. Primary Schools have a key role in improving the life chances of looked after

children. They are ideally placed to be able to raise children’s aspirations; give children a sense of the control they have over their own lives and foster positive attitudes and behaviours. When these are achieved, Primary Schools will improve the educational attainment and achievement of all looked after children and give them the greatest chance of success.

Primary Schools should be a safe place for all children, but it is essential that they

are a haven for looked after children. A source of continuity and ‘normality’ for children who may have been subject to emotional distress, abuse and disruption. A place where they can learn, be themselves and make friends.

This appendix has been impact assessed in order to ensure that it does not have an adverse affect on race, gender or disability equality

**Who are Children in Care?**

Under the Children Act 1989, a child is looked after by a local authority if he or she is in their care or provided with accommodation for more than 24 hours by the authority. They fall into four main groups:

•children who are accommodated under a voluntary agreement with their parents (section 20)

•children who are the subjects of a care order (section 31) or interim care order (section 38)

•children who are the subjects of emergency orders for their protection (sections 44 and 46)

•children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21)

The term ‘looked after’ was introduced by the Children Act 1989 and refers to children who are subject to care orders and those who are accommodated. More recently the term ‘children in care’ has been introduced and used to refer to this group of children, in response to children and young people’s dislike of the term Looked After Children or LAC. In this document therefore, the term ‘children in care’ will largely be used, although the two terms mean the same thing and can be used and are used interchangeably.

**Policy for the Education of Children in Care**

Nationally, Children in Care significantly underachieve and are at greater risk of exclusion

compared with their peers. Schools have a major part to play in ensuring that Children in

Care are enabled to be healthy, stay safe, enjoy, achieve, make a positive contribution to

society and achieve economic well being, in line with Every Child Matters.

Helping Children in Care succeed and providing a better future for them is a key priority for

Lancashire County Council and Lancashire School. This policy takes account of:

• The County Council’s duty under Section 52 of the Children Act 2004 to promote the educational achievement of Looked After Children (LAC).

• The Education (Admission of Looked After Children) (England) Regulations 2006.

• Relevant DfE guidance to Governing Bodies (Supporting Looked After Learners: A Practical Guide for School Governors).

**Principles**

Longton Primary School’s approach to supporting the educational achievement of Children in Care is based on the following principles:

• Prioritising education.

• Promoting attendance.

• Targeting support.

• Having high expectations.

• Promoting inclusion through challenging and changing attitudes.

• Achieving stability and continuity.

• Early intervention and priority action.

• Listening to children.

• Promoting health and wellbeing.

• Reducing exclusions and promoting stability.

• Working in partnership with carers, social workers and other professionals.

**Implications**

As for all our pupils, Longton Primary School is committed to helping every Child in Care

to achieve the highest standards they can, including supporting aspirations to achieve in

further and higher education. This can be measured by improvement in their achievements

and attendance.

The Governing Body of Longton Primary School is committed to providing quality

education for all pupils and will:

• Ensure a Designated Teacher for Children in Care is identified and enabled to carry out

the responsibilities set out below

• Ensure a Personal Education Plan is put in place, implemented and regularly reviewed for every Child in Care, in line with Local Authority guidance on Personal Education Plans.

• Identify a governor as Designated Governor for Children in Care.

The school will champion the needs of Children in Care, raise awareness and challenge

negative stereotypes about them, in order to ensure that they achieve to the highest level

possible.

**Admission Arrangements**

On admission, records will be requested from the pupil’s previous school and a meeting

will be held with carer/parent/Social Worker as appropriate – but always involving someone with parental responsibility. This will provide information to inform the Personal Education Plan. An appropriate school induction will take place.

**Involve the Young Person**

It is important that a young person is aware that information is being recorded regarding their personal circumstances. How this is shared with them clearly depends on their age and understanding. The explanation should emphasise that the school, the Social Worker, and their carer(s) are working together to promote their education.

It is important that the young person is supported to complete the Pupil Voice section of

the Personal Education Plan by the Designated Teacher to inform the PEP and Care Plan

review meetings

It is important to establish the child’s view of their changed circumstances and what

they want others to know. It is also important to ensure that a Social Worker/teacher/carer prepares the child for situations when they may be asked about home, e.g. by other pupils in the playground

**Links with external agencies/organisations**

We also recognise the important contribution that external support services make in supporting children in care.

**Assessment, Monitoring and Review Procedures**

Each pupil in care will have a Care Plan that will include a Personal Education Plan

(PEP) that is developed jointly by the Social worker and Designated Teacher. This will

identify specific areas of concern and include achievable targets. Areas for

consideration will include:

• Attendance;

• Achievement Record (academic or otherwise);

• Behaviour;

• Extended learning opportunities;

• Involvement in Out of School Hours Activities;

• Special needs (if any);

• Development needs (short and long term development of skills, knowledge or

subject areas and experiences); and

• Long term plans and aspirations (targets including progress, career plans and

aspirations).

The PEP will be updated and reviewed at least annually or at the point of any major change and contribute to the Statutory Reviewing process carried out by the Independent Reviewing Officer. The Designated Teacher is accountable for the implementation of the educational targets within the Plan.

The named governor will report annually to the Governing Body on the progress of all looked-after children against the key indicators outlined above.

This policy links with a number of other school policies so read in conjunction with:

• The School Code of Conduct.

• Behaviour and Discipline Policy.

• Anti-bullying Policy.

• Home School Agreement.

• Equal Opportunities Policy.

• Policy on Racial Harassment.

• Safeguarding Policy

• Special Educational Needs Policy.

**Headteacher’s Responsibilities**

• Identify a Designated Teacher for Children in Care, whose role is set out below. It is essential that another appropriate person is identified quickly should the Designated Teacher leave the school or take sick leave.

• Ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of Children in Care and take action where progress, conduct or attendance is below expectations.

• Report on the progress, attendance and conduct of Children in Care. OFSTED now select a number of Children in Care, tracking their results and the support they have received.

• Ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.

**Governing Body’s Responsibility**

• Identify a nominated Governor for Children in Care.

• Ensure that all Governors are fully aware of the legal requirements and guidance on

the education of Children in Care.

• Ensure the school has an overview of the needs and progress of Children in Care

• Allocate resources to meet the needs of Children in Care.

• Ensure the school’s other policies and procedures support their needs.

**Procedures**: the Governing Body will:

• Monitor the academic progress of Children in Care, through an annual report (see

below).

• Ensure that Children in Care are given top priority when applying for places in

accordance with the school’s oversubscription criteria.

• Work to prevent exclusions and reduce time out of school, by ensuring the school

implements policies and procedures to ensure Children in Care achieve and enjoy their

time at the school, by recognising the extra problems caused by excluding them and by

not excluding them except as a last resort.

• Ensure that the school has a Designated Teacher, and that the Designated Teacher is

enabled to carry out his or her responsibilities as below.

• Support the Headteacher, the Designated Teacher and other staff in ensuring that the

needs of Children in Care are recognised and met.

• Receive a report once a year setting out:

1. The number of Children in Care on the school’s roll (if any).

2. Their attendance, as a discreet group, compared to other pupils.

3. Their SAT scores as a discreet group, compared to other pupils.

4. The number of fixed term and permanent exclusions (if any).

5. The destinations of pupils who leave the school.

6. The information for this report should be collected and reported in ways that preserve

the anonymity and respect the confidentiality of the pupils concerned.

**Designated Teacher’s Responsibility**

Government Guidance says that the Designated Teacher should be “someone with

sufficient authority to make things happen… [who] should be an advocate for Children in

Care, assessing services and support, and ensuring that the school shares and supports

high expectations for them?”

Governors should be aware that all schools are already required to have a designated

teacher for CiC. It is strongly recommended that this person should be a member of the

Leadership Team.

Governors should also be aware that OFSTED will focus on Children in Care , monitoring how the School has promoted their inclusion and attainment and the effectiveness of joint working with other services involved with them.

Our Designated Teacher will:

• Ensure a welcome and smooth induction for the child and their carer, using the Personal

Education Plan to plan for that transition in consultation with the child’s social worker

• Ensure that a Personal Education Plan is completed with the child, the social worker, the

foster carer and any other relevant people, at least two weeks before the Care Plan

reviews.

• Ensure that each Child in Care has an identified member of staff that they can talk to.

This need not be the Designated Teacher, but should be based on the child’s own

wishes. Members of staff who take on this role may need to be supported by someone

from the school’s pastoral staff. They should also be alert to any child protection

issues, any disclosures that pupils may make, and know what action to take. They

should link closely therefore with the school’s Designated Teacher for Child Protection.

• Track academic progress and target support appropriately

• Co-ordinate any support for the Children in Care that is necessary within school.

• Ensure confidentiality for individual pupils, sharing personal information on a need to

know basis.

• Encourage Children in Care to join in extra-curricular activities and out of school learning.

• Ensure, as far as possible, attendance at planning and review meetings.

• Act as an advisor to staff and Governors, raising their awareness of the needs of

Children in Care

• Set up timely meetings with relevant parties where the pupil is experiencing difficulties in

school or is at risk of exclusion.

• Ensure the speedy transfer of information between individuals, agencies and – if the pupil

changes school – to a new school.

• Assist children in care when they transfer to their next school or college and ensure the speedy transfer of school records to a new school and ensuring that the local authority responsible for looking after the child has the most up-to-date version of the PEP.

• Track academic progress and target support appropriately.

• Actively monitor and prevent bullying in school by raising awareness through the school’s

anti-bullying policy.

•Secure relevant services for the pupil where necessary.

•Promote good home-school links through contact with the child’s carer about how they can support his or her progress by paying particular attention to effective communication with carers.

•Promote the pupil’s inclusion in the school community and access to the school’s curriculum, facilities and extra curricular activities.

•Work with learning support assistants, class teachers and other school staff to support their understanding of issues which impact on the teaching and learning of child in care, including in relation to how information is shared.

•Advise teachers at school about differentiated teaching methods appropriate for individual pupils who are in care.

•It is for the school governing body to determine the key responsibilities of the designated teacher. However, the designated teacher should not delegate tasks to support staff which require professional judgements to be made about the teaching and learning needs of child in care.

• Ensure that any necessary reports are returned to the relevant authority Virtual School Head teacher for any Looked After pupils.

**Staff’s Responsibility:**

• Have high aspirations for the educational and personal achievement of Children in Care, as for all pupils.

• Maintain of Children in Care and ensure they are supported sensitively.

• Respond positively to a pupil’s request to be the named member of staff whom they can

talk to when they feel it is necessary.

• Respond promptly to the Designated Teacher’s requests for information.

• Work to enable Children in Care to achieve stability and success within school.

• Promote the self-esteem of all Children in Care.

• Have an understanding of the key issues that affect the learning of Children in Care.

• Work to prevent bullying in line with the School’s policy.

The Head teacher/ the Designated Teacher will ensure that all staff are briefed on the

regulations and practice outlined in this policy.

**Personal Education Plan Guidance**

All children in care must have a care plan which is drawn up and reviewed by the local authority which looks after them. The care plan will identify intended outcomes and objectives for the child and provide the framework to work with the child and carers in relation to his or her emotional and behavioural development, identity, relationships and self care skills. The care plan must also include a health plan and a PEP that are developed and reviewed in partnership with relevant professionals. In the case of the PEP this will be the designated teacher.

Given the number of different adults involved in the child’s care, the PEP is a vital document as it helps everyone gain a clear understanding about the teaching and learning provision necessary to meet the child’s education needs and how that will be provided.

The personal education plan, in addition to being part of the overall care plan, is part of a children in care’s official school record. If the child moves schools it should be forwarded, along with other school records, to their new school, if known, and to the main contact (usually the child’s social worker) in the local authority which looks after the child.

**Receipt of the PEP template by the designated teacher**

When a child on the school’s roll becomes looked after the local authority which looks after him or her must ensure that the designated teacher is notified and receives the PEP pre-populated with basic information. This should include information about:

the child’s details that the school needs to know - such as age; care status; where the child lives; school history and whether the child has a statement of special educational needs;

the child’s carers;

the child’s parents and what restrictions might apply in relation to contact with the child;

who to contact within the local authority that looks after the Children who are already looked after when they join the school should have an existing PEP. This should be transferred to the child’s new school.

**Actions for the designated teacher in relation to the PEP**

In partnership with the lead person in the local authority (in some cases the social worker, in others it will be another appropriate professional) the designated teacher will be responsible for the development and implementation of the PEP and its review. They should make sure that the document addresses:

short and long term goals agreed in partnership with the child and carers about helping him or her achieve his potential;

planned actions, e.g. on homework, extra tuition, study support, including by when, that the school and others will take to promote the educational achievement of the child based on an assessment of his or her educational needs;

how the progress of the child is to be monitored.

what other discussions are needed if planning reveals further support is required – e.g. possible action to support special educational needs involving the SENCO, educational psychologist or CAMHS or local authority education services;

what action may be needed to support the child’s long term targets and aspirations, for example, in relation to goals for the next Key Stage, success in public examinations consideration of further and higher education, work experience and career plans;

the achievements of the child both academically and in taking part in the wider activities of the school and in other out of school learning activities (e.g. sporting, personal development, community).

In order that there can be an informed discussion at the statutory review of the care plan about the child’s progress in school the designated teacher is responsible for ensuring that the PEP:

is reviewed before the statutory review of the care plan and that it is up-to-date and contains any new information since the last PEP review, including whether agreed provision is being provided;

is clear about what has or has not been taken forward, noting what resources may be required to further support the child and from where