

Pupil Premium

The pupil premium is additional funding for publicly funded schools in England.

It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

Children eligible for Pupil Premium include:

- Children who are in the care of the local authority (known as Looked after Children)
- Children adopted from care on or after 30 December 2005 or left care under
 - a Special Guardianship Order on or after 30 December 2005
 - a Residence Order on or after 14 October 1991
- Children whose family qualify for, or have qualified for in the past six years, free school meals by household income.
- Children of armed services personnel.

The Education and Skills Funding Agency (ESFA) will allocate PPG to schools and local authorities (who must allocate for each FTE pupil on the October 2020 school census, at each school they maintain) the following amounts:

- £1,345 per pupil for each Ever 6 FSM FTE pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £955 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £2,345 per pupil for each post-LAC in year groups reception to year 11
- £310 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)
- For pupils recorded aged 5 and over on the school census, PPG will be allocated on the basis of sole and dual main registrations only.

The grant may be spent in the following ways:

- For the purposes of the school i.e. for the educational benefit of pupils registered at the school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year in which it is received; some or all of it may be carried forward to future financial years.

Pupil Premium Principles

At Huby C.E. Primary School we have high hopes for all of our children. We are committed to ensuring that our children are given every chance to realise their full potential.

In order to ensure Pupil Premium funding and allocations made from the school's own budget has maximum impact, we are committed to seven key building blocks for success.

These are research based principles that have been proven to underpin successful practice in raising the attainment of disadvantaged pupils. (NFER, 2015)

1. Whole-school ethos of attainment for all:

Our expectations are high for all pupils. We do not stereotype disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.

2. Addressing behaviour and attendance:

We ensure effective behaviour strategies are in place through our core values of hope, perseverance, friendship and respect. We respond quickly to poor attendance and provide strong emotional support, including working closely with our families.

3. High quality teaching for all:

We emphasise "quality first teaching" and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.

4. Meeting individual learning needs:

Our staff identify each pupil's challenges and interests. We seek the best strategies to help each pupil make the next step in their learning. We provide individual support for specific learning needs and group support for pupils with similar needs.

5. Deploying staff effectively:

We devolve responsibility to frontline staff, using highly skilled teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.

6. Data driven and responding to evidence:

Our teachers use data to identify pupils' learning needs, review progress regularly and address underperformance quickly. We have a manageable system of assessment, which provides clear feedback for pupils. We use evidence to make decisions about support strategies.

7. Clear, responsive leadership:

The senior leadership team set ever higher aspirations and lead by example. We hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. We share our thinking and invest in staff training.

Funding allocation and impact of spend 2020-21

Total budget £7695

Improvement Initiative	Cost	Summary of Impact
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Enrichment and extra-curricular activities including residential trips and school visits	£1500	Gained a wider understanding of the world outside of their community Residential deferred. Support given for day visits.
Focussed TA support and targeted interventions to improve attainments and increase progress.	£4000	Pupils achieving in line with cohort/peers.
Reading resources Daily Use of Lexia Guided reading resources Bear Necessities	£1500	Purchased- need to measure impact over time Whole class reading is showing improvements in vocabulary (seen in written work)
Friendship Groups Time to Talk NELI	£700	Improved speech and language. Seen in written and verbal work.
Total	£7700	