



Pupil Premium Policy

What is Pupil Premium Funding?

The Pupil Premium funding is allocated to schools and it is for schools to decide how the funding will be spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Principles

- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support disadvantaged pupils.
- Schools are required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- To close the achievement gap by ensuring that any pupil at risk of underachieving are identified early and support and intervention is provided for those pupils. In particular those who are in receipt of free school meals (FSM) or who have been in the last six years (FSM Ever 6), Looked After Children or children who have been Adopted from Care

Statement

At Knayton C of E Primary School we are determined that every child will succeed regardless of their background or disadvantages. We ensure that our approach to supporting disadvantaged pupils is responsive to their individual needs. We ensure that teachers lead on supporting pupil premium children. We provide additional support within classes through extra teachers or support staff to ensure the class teacher has the capacity to support disadvantaged pupils to achieve success across the curriculum.

We will ensure that:

- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils.
- ALL staff are aware of who pupil premium and vulnerable children are.



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- Children's individual needs are carefully considered so that we provide support for those children who could be doing even better.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- Each teacher creates a half termly data sheet identifying the progress and attainment of pupil premium children in their class.
- The pupil premium leader in school will analyse the progress and attainment of all pupil premium children on a whole school data sheet for these children.
- The pupil premium leader will work closely with each child's class teacher every half term to ensure specific support is being given to meet the needs of all pupil premium children.
- The Pupil Premium Leader will communicate effectively with the Pupil premium Champion and Headteacher, to use data to review provision and impact.

Teaching Expectations

We will continue to ensure that high expectations are set for all children.

- Mark all disadvantaged pupil's books first so that teachers are at their best when providing feedback.
- Ensure that disadvantaged pupils receive support during feedback times in the classroom so that they can make the most of their feedback.
- Have a pre-teaching approach for small groups so that they have support to access learning before the lesson, rather than a 'catch up' approach.

Individualising support

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

- Ensuring that additional teachers and support staff work within classrooms to ensure the class teacher has the capacity to support disadvantaged pupils.
- Ensuring additional support staff and class teachers communicate regularly.



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- Pre teaching support by class teachers or support staff ensures disadvantaged children are provided with support prior to the lesson taking place ensuring all children have the opportunity to progress which follows a 'keep up' not 'catch up' approach.
- Having resources to support children Adopted from Care, including sensory baskets in each class and recommended literature.
- Fund school trips and visits where these make a positive impact on the children's social, emotional or academic development.
- Looking at the individual needs of each child and identifying their barriers to learning.
- Working with other agencies to bring in additional expertise
- EMS – volunteer readers.
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision, phonics booster groups).

Monitoring and Evaluation

We will ensure that:

- We have a Pupil Premium Champion on the school Governing Body so that the school approach and impact are regularly reviewed at Full Governing Body level.
- The Pupil Premium Champion will work closely with the Pupil Premium Leader within school to monitor and track the progress and attainment as well as the spending.
- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment Data is collected half termly so that the impact of interventions can be monitored rigorously.
- Assessments are closely moderated to ensure they are accurate.
- Teaching staff and support 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.

Reporting

When reporting about pupil premium funding we will include:

- Information about the barriers for our children



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- Strategy for the year
- Analysis of data
- Use of research
- Nature of support and allocation
- An overview of spending
- Total PPG (pupil premium grant) received
- Total PPG spent
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

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