



Merridale Primary School

Pupil Premium Policy

2021-2024

ETHOS STATEMENT

Merridale School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Aims:

At Merridale, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2021-2022\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post-looked after children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Use of the grant

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Merridale Primary School uses the Pupil Premium Grant (PPG) to address a wide range of needs, taking group and individual needs into account as appropriate. We make it a priority to engage with parents and carers to take their views in the needs of their child into account wherever possible.

Merridale's spending strategy is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#)

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Employing a Learning Mentor and Welfare Officer to support children and their families
- Employing Parental Ambassadors to support families
- Employing an Educational Welfare Officer to support children and families with attendance and punctuality
- Running catch-up (tuition) sessions after school (for example, for children who need extra help with Maths or English)
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs or GCSEs)
- Funding educational trips and visits
- Funding resources and learning packs for children to use at home
- Providing book vouchers for book fairs
- Providing food support for families including daily bagels for children

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

Our pupil premium strategy is available here:

<https://www.merridaleprimary.co.uk/pupil-premium>

Key Principles

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

Building Belief

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 "growth" mindsets towards learning

Analysing Data

We will ensure that:

- All staff and Governors are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school

Merridale Primary School: Pupil Premium Policy

- We use research (Such as the EEF guide) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- 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
- ALL pupil premium children benefit from the funding, not just those who are under performing this will include appropriate provision for high attaining and gifted and talented 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 school 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 feedback and teaching reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint standardisation and moderation

Increasing learning time

We will maximise the time children have to meet their potential through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours- early mornings and after school.

Individualising support

"There's no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they're all getting something somewhere."

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 additional support staff and class teachers communicate regularly
- Using an intervention leader to make sure all interventions provide high quality learning, which focus on the identified individualised needs of all learners
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise (Outreach, Specialist Teacher, Reading volunteers, FFT, National Tutoring Programme, SaLT, Counselling services)
- Providing extensive support for parents:
to support their children's learning within the curriculum

to manage in times of crisis

- Tailoring interventions to the needs of the child (e.g. Targeted writing workshop sessions in the afternoons to allow children to have the time to edit and refine their work).
- Recognising and building on children's strengths to further boost confidence (e.g. providing Play Leader/Peer Mentor training)

Going the Extra Mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- 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 regularly so that the impact of interventions can be monitored effectively and in a timely manner
- Assessment judgements are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress review meetings each term for all interventions 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 or have met the identified aims
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding, we will include:

- Information about the context of the school
- 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 (pupil premium grant) received, Total PPG spent, Total PPG remaining)
- A summary of the impact of PPG (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 pupil premium spending the following year)

Roles and responsibilities

Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces

- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay

- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.