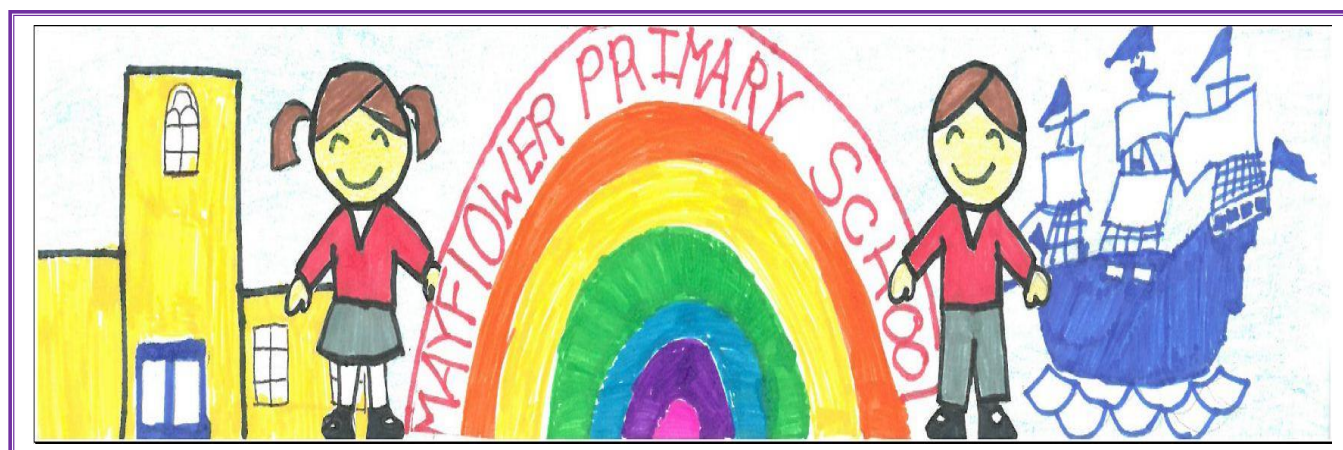
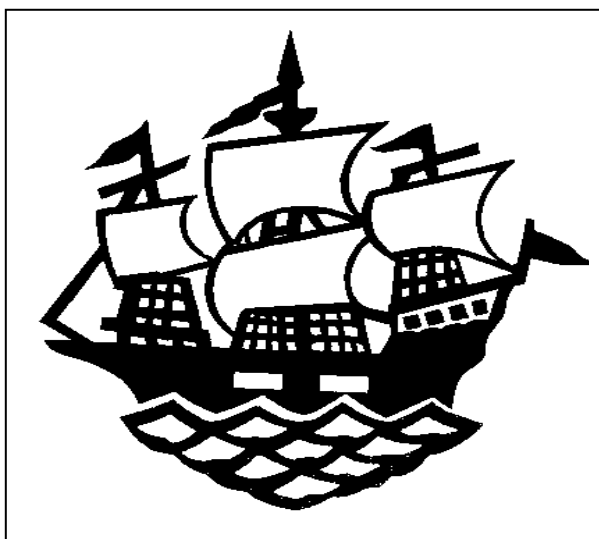


MAYFLOWER PRIMARY SCHOOL



PPG POLICY 2023-2024

The **Pupil Premium Grant** is designed to allow schools to help disadvantaged **pupils** by improving their progress and the exam results they achieve. Enrichment and Equality of Opportunity are central to the success of all pupils, and our use of the **Pupil Premium Grant** will help to ensure that all of our children, regardless of their economic circumstances, can achieve to the very best of their ability, in any and all of the subjects they choose to study.

Policy Date:	October 2020	Version: 4		
Policy Review Date:	October 2022	Head Teacher: Luke Whitney	18.10.20	Insert Date
Ratified by Governing Body:				
Mr. K. Bhogaita	(Chair of Governors)	Insert Signature	29.11.23	

Mission Statement and Aims

At Mayflower, we celebrate success and are committed to ensuring every child fulfils their potential, regardless of their economic circumstances. We strongly believe that deprivation is not a barrier to academic success and have high aspirations and ambitions for all our children. We recognise that our children come from varied backgrounds, therefore in order to achieve equity, some children may need additional support to compensate for home circumstances and realise their full potential.

We use the PPG to help us achieve the following aspirations:

- Our PPG eligible children achieve higher rates of progress on average than non-PPG eligible children nationally.
- There is no gap in achievement between PPG children and their peers.
- Where any gap exists, it is closed over time, through targeted support.

What is the Pupil Premium?

The pupil premium is additional income for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Mayflower Primary School receives funding to support;

- Each child registered as eligible for free school meals at any point in the last 6 years children in Local Authority Care
- Children with parents in the armed forces
- The DfE has given our school the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

School Context

The school is larger than average for a primary school with approximately 480 children on roll. Schools are assigned a deprivation indicator using the Index of Multiple Deprivation to help rank the relative deprivation of the area in which the children attending the school come from.

- Mayflower Primary School is in the City of Leicester, which is the 21st most deprived Local Authority area, of 327 in total
- The school is made up of children from a range of backgrounds including:
 - 53** pupils who receive free school meals (FSM)
 - 0** pupils who are looked after by the Local Authority
 - 2** pupils who are previously looked after
 - 3** pupils who have received free school meals in one or more of the previous 6 years (Ever 6)
 - 0** pupils who are from service families

Barriers to Learning

We recognise that pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding at removing these barriers, we regularly take the following steps to identify our eligible pupils' barriers to learning through consultation with the whole staff team, parents/carers and the children themselves. The range of barriers is wide, but can be put into three groups: Emotional, Motivational and Learning barriers.

Emotional barriers

- Come to school still dealing with recent problems or events within the family home
- Difficulty in making healthy and sustainable friendships or struggle with relationships with peers
- Children suffering from trauma or abuse
- Children sometimes struggle to adjust to change - worry about what their next class or next school will be like
- Some children are emotionally sensitive
- Struggle with self-image and self confidence

Motivational Barriers

- Difficulty in being aspirational for their future – academically, future jobs & prospects, community, family and personal
- Some parents struggle to support their child's learning – own learning, fear, engagement, own aspirations and expectations
- Children who struggle to put their efforts into achieving short term and long-term goals
- Children need to know that their efforts are valued by all the important people in their lives
- Value is placed on their education – homework, practice reading, parental consultation, relationships between home and school, communication, and access to ICT

Learning Barriers

- Limited, or no, experience of the world beyond their local environment
- Some children come to school academically below the national expectation for a child of a similar age
- Struggle to be resilient when things get a little difficult, especially learning
- Come to school too tired or hungry to concentrate
- Struggle to get to school every day or to be on time every day, despite support provided by the school and the DSL's
- Community behaviour and expectations
- Learning behaviours – children sometimes struggle to show they are listening, speaking clearly and appropriately, show they are putting in maximum effort and engagement in activities
- Children who have special educational needs – learning need, behavioural need, physical need, social & emotional need
- Sometimes children struggle to be organised for the day ahead, affecting their state of mind from the outset
- Children suffering from an ongoing health challenge, supported by medical professionals, and often involving long-term care requirements

We overcome these barriers through a **culture** where:

- Staff believe what ALL children can achieve
- There are no excuses for underachievement
- Staff adopt a solution focused approach to overcoming barriers
- Staff promote a positive attitude towards learning
- Staff plan and deliver experiences and activities that take account of, and begin to close, the 'experiential gap'.

Analysis of data that ensures:

- All staff, including governors, are involved in the analysis of data and are aware of the relative performance of children eligible for PPG
- PPG eligible children at the risk of underachievement are identified early
- More able PPG eligible children are appropriately supported
- All staff are aware of who is eligible for PPG
- All children eligible for PPG will benefit, not only those who are underachieving
- Children's specific barriers and needs are taken into account
- Challenge targets (trajectory) are in place, with teachers pitching lessons in-line with target, as opposed to current attainment

Quality First Teaching

We are determined that all children across the school receive teaching that is no less than good, and often outstanding.

All staff are expected to:

- Set high expectations
- Be accountable for the progress of the children they teach
- Identify and address variation in achievement
- Moderate work within teams and across Year group teams
- The delivery of a relevant, interesting curriculum in a motivational way
- Reward high standards of effort
- Challenge apathy or reluctance
- Engage parents and involve them in their child's learning
- Develop their practice through high quality CPD
- Engage with the local community, local businesses, agencies, experts and former pupils to develop motivation and aspiration
- Personalised learning, targeting gaps in knowledge and understanding for **ALL** children, but with particular focus on PPG eligible children.

Increasing learning time

All staff strive to ensure that productive learning time is maximised through:

- Improving attendance and punctuality
- Efficiently and effectively dealing with poor behaviour, in-line with the school's agreed policy
- Extended school day – breakfast club, lunchtime activities, after school clubs, that are inclusive, and available to all

Achievement

The attainment and progress of all pupils is monitored on a half termly basis. This involves identifying the PPG eligible children separately and giving specific focus to their needs and barriers to learning. The following steps are taken if a pupil is identified as not making at least 'good' progress:

- Pupil progress meeting between class teacher, relevant teaching assistant(s) and the pupil premium champion to establish why each pupil is not making 'good progress' and to develop a responsive action plan;
- Implementation of action plan;
- Review of progress towards achieving objectives in action plan

Intervention Impact Measurement

In order to ensure that pupil premium funds positively impact on eligible pupils' achievement, we recognise that it is essential to evaluate the effectiveness of any intervention, initiative or strategy that pupil premium funds. This is a difficult process as children may be accessing several interventions at once, or may be experiencing a change in circumstances at home that effect progress. Therefore, it is very difficult to accurately ascertain the exact impact of each intervention. However, to gain a broad picture of impact, the following steps are taken:

- Average progress is monitored to evaluate effectiveness
- This is compared to the cost of the initiative
- The specific need of the children are considered
- The skills of the staff involved are evaluated

Pupil Premium report

- The school will produce an annual Pupil Premium report statement, which complies with statutory requirements and is published on the school's website.
- Governors will meet with the PPG Champion on a termly basis, offering challenge, support, and identifiable audit trails that can be followed up

The Role of Tracking, and Termly Pupil Progress Meetings

The school has developed a responsive tracking system that allows, teachers, leaders and managers to be fully aware of current attainment, expectations for progress, clarity on age-related expectations (adjusted termly), trajectory targets, and a detailed exposition of the additional support that is being provided to eligible pupils. Financial tracking is part of the functionality, and this helps to ensure accountability on a per-pupil basis.

Termly Pupil Progress Meetings are held, in conjunction with the Head Teacher, and Special Educational Needs and Disabilities Co-ordinator (SENDCo). This enables a close focus on the needs of PPG pupils, and encourages accountability for all. Records of these meetings are kept, and linked back to the strategic financial plan. It is the expectation that the Strategic Financial Plan will confirm how funding has been used to the close the gap between PPG children, the aggregate for the cohort as a whole, and national data.

Standing Commitments for all Eligible Pupils

It is recognised that the per-pupil funding should be tracked back to the individual needs of the pupil for whom entitlement has been established. With this in mind, the following standing commitments have been made for all eligible pupils:

- A personal budget for all school trips of £120.00
- A personal budget for subsistence allowances e.g. school uniform, sturdy shoes, a warm coat etc. of £120.00
- A personal budget for enrichment within and beyond the classroom of £100.00
- A personal budget to support and extend learning within and beyond the classroom of £880.00 for PPG pupils, £495.00 for Ever 6 pupils, and £1,860.00 for LAC pupils (accessed through the ePEP)
- A management budget of £4,900.00, which will include the TLR2A payment, and any non-contact time that may be required to support the PPG Champion

Review

This policy will be subject to annual review, and ratified by the Governing Body at the first meeting of any given academic year. It will be the responsibility of the PPG Champion to notify children, parents, and staff of any changes.

Amritpal Kaur – 18.10.20, and reviewed annually thereafter

Date Ratified by the Governing Body: 04.11.20. and annually thereafter (29.11.23)