

School Pupil Premium Policy

Background

Pupil Premium was introduced by the Government in April 2011 to provide additional support for looked after children, service family children and those from low income families (children who have been registered for free school meals (FSM) and from 2012-13 at any point in the last six years, known as the Ever 6 FSM measure, or are looked after continuously by the local authority for more than six months). It now incorporates adopted children too. The extra funding is made available to schools to help them narrow the attainment gap that nationally exists between children from disadvantaged and those from more affluent backgrounds.

Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at birth or on entry to school so schools are in a strong position to improve children's attainment and narrow gaps. Evidence shows that the most effective schools achieve this through a combination of: effective quality first teaching, strong leadership, a broad and balanced meaningful curriculum, a culture of high expectations and targeted catch-up and enrichment activities.

Aim

It is our intention that Pupil Premium funding will be used to accelerate progress and consequently move children to at least Age Related Expectations.

Pupil Premium Spending

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following are used:-

- The target group, for whom the money is allocated, are the intended beneficiaries of funding
- Pupil Premium is not associated with low ability
- More able Pupil Premium children are given more attention in class to ensure they are will also be supported to reach their potential and accelerate progress
- There is a thorough analysis of progress and attainment, particularly in English and Maths
- Ensuring that all day-to-day teaching meets the needs of each learner rather than relying on interventions to compensate for teaching that are not effective
- Teachers work with disadvantaged groups to improve Maths and English
- Achievement data is used half termly to check whether the focus group of children are making accelerated progress
- Support staff, particularly teaching assistants, are appropriately trained and understand their role in helping children to achieve
- Children receive clear, useful feedback about their work which includes ways that they can improve and have opportunities to respond to this feedback
- Well-targeted support is provided to improve attendance and links with families, where these are barriers to a child's learning
- Clear and robust performance management system is used by all staff, with progress and attainment of Pupil Premium children being a priority
- The named Governor nominated has an oversight of the Pupil Premium children and meets at least termly with the Headteacher

- Careful, thorough monitoring and evaluation demonstrate the impact of each aspect of spending on the outcomes of the children
- A wide range of effective intervention strategies will be in place, driven by children's academic, emotional and social needs
- Children in Year 4 and Year 6 will have the opportunity to attend a residential with financial support. Educational visits also can be financially supported to enable all children to have equal access
- Aspirations are raised and experiences broadened for all children including high attaining Pupil Premium children

Pupil Premium Tracking and Recording

The Class Teacher, Headteacher and the Inclusion Manager analyse the progress of pupils receiving Pupil Premium, using the school's tracking systems and by a more informal assessment of the wellbeing and emotional health of pupils.

Reporting Pupil Premium

It will be the responsibility of the Headteacher, or delegated member of staff, to produce regular reports to Governors on:

- The progress made towards "closing the gap" for socially disadvantaged children
- An outline of the provision in place in the school
- An evaluation of the effectiveness, in terms of the progress made by pupils receiving a particular provision

The governors of the school will ensure that there is an annual statement published to explain how effectively the Pupil Premium funding has been used, contained within the Headteacher's annual report. This task will be carried out in accordance with any requirements published by the Department for Education.

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.

Leadership of Pupil Premium Funding

The oversight of Pupil Premium children will be the responsibility of the Senior Leadership Team who:

- Evaluate the impact of provision made for Pupil Premium children and use this to identify the most and least effective forms of provision
- Record and track the achievement of Pupil Premium children over the course of their time at the school
- Support staff in classroom provision for Pupil Premium children
- Observe teaching practice to ensure the needs of learners are being met
- Co-ordinate the provision for Pupil Premium children
- Liaise with outside agencies as needed

Teachers and Support Staff

Through classroom teaching and additional support strategies, teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with “low ability”
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and might fall behind
- Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement
- Provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps
- Evaluate the impact of Pupil Premium funding within their area of responsibility

Governing Body

Our governing body will ensure there is compliance with legislation and that this policy, along with its specific stated actions for narrowing the gaps, is implemented.

A governor has been nominated to be the Pupil Premium Champion and will receive information, including quantitative (data on progress and attainment) and qualitative (data case studies, views, surveys etc) as evidence of impact.

Development and Review

The evaluation of this policy is based on how quickly the school can close the gap between socially disadvantaged children and their peers.

The success criteria for the Pupil Premium Policy:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective support between pupils, parents and school
- An effective system for identifying, assessing and monitoring pupils in place
- A whole school approach
- A positive school atmosphere in which children’s differences are recognised and valued as full members of the school community, developing confident and independent learners

Policy will be reviewed in September 2017