



PUPIL PREMIUM POLICY

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Where possible we offer translation or explanation of written communication. Please contact the school office if you require forms/paperwork in any other format.

School Vision

The targeted and strategic use of pupil premium will support us in achieving our vision that all children in this school will reach their God given potential.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to potentially vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. (Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time). Disadvantaged children in all classes will receive 'quality first teaching' from their class teacher.

Provision

The range of provision the Governors will consider making for this group will include;

- Providing small group work with an experienced teacher or HLTA focussed on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities and enrichment opportunities provided through trained teaching assistants or external agencies.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English, Maths and Science.
- Pupil premium resources will also be used to target able disadvantaged pupils to achieve at above their age expected level.
- Provision will not only be aimed at children with special educational needs or disabilities it will be used to diminish the difference for all disadvantaged pupils to allow them to reach their full potential.

Roles and Responsibilities

Governing Board

The Governing Board will approve the overall strategy for deploying Pupil Premium funding prepared by the Head Teacher and Pupil Premium Champion.

The Governing Board will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.

It will be the responsibility of the Head Teacher, or Pupil Premium Champion, to meet with the governor responsible for pupil premium and produce regular reports for the governors' curriculum and pupils' sub-committee on:

- ∇ The progress made towards narrowing the gap, by year group, for pupils receiving pupil premium support
- ∇ An outline of the provision that was made since the last meeting
- ∇ An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

The Pupil Premium Governor is the governor designated to ensure that the Pupil Premium grant is effectively utilised to support eligible pupils within the context of this policy.

The Pupil Premium Governor is the governor designated to evaluate the impact of increased support on the achievement of targeted pupils.

Head Teacher and SLT

The Pupil Premium Champion has responsibility for leading the Pupil Premium Strategy.

The Head Teacher and the Pupil Premium Champion will have overall responsibility for evaluating the impact of the support programme.

The Pupil Premium Champion will review the progress made by disadvantaged pupils with the Head Teacher and class teachers this will include target setting and monitoring at each assessment point.

Subject Leaders

Subject Leaders are responsible for the progress of all pupils within their subjects. Subject leaders will monitor the progress of disadvantaged pupils. Curriculums will be thoughtfully designed to give children a range of experiences and opportunities to develop their subject knowledge with awareness of the differing levels of previous experience and knowledge.

All Staff

All staff are expected to have in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the Pupil Premium grant.

All staff will give pupils clear feedback that helps them improve their work.

Teachers

Class and subject teachers are responsible for the progress made by all pupils. They will measure the progress made by disadvantaged pupils and report this as a focused element of each pupil progress review meeting and within the end of year summative assessment report they provide.

Evaluating Impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short Term Success Criteria

The school will have an effective strategy for supporting Pupil Premium pupils and there will be strong commitment to this strategy by all stakeholders.

Resources will have been purchased and appointments made so that actions in the school improvement plan are being implemented.

Medium Term Success Criteria

As a result of an effective CPD programme, the skills and expertise of all staff are being enhanced.

Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress disadvantaged pupils.

Discussions with disadvantaged pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long Term Success Criteria

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from Pupil Premium funding and their peers:

* the progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils

* the attainment gap – accelerated progress will result in diminishing differences

Reporting

- It will be the responsibility of the chairperson of the Pupils and Curriculum subcommittee and the Pupil Premium Governor to ensure this information is made known to the full governing board.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference', for socially disadvantaged pupils.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.