



Pupil Premium Policy

Reviewed: February 2016

Pupil Premium Policy

Mission statement - ' Together we can Achieve'

Pupil Premium leader in school - Miss Jennefer Pollard

Background

Pupil Premium money is allocated to school through the local authority. It is based on the number of children who have been eligible for free school meals (FSM) at any time in the last six years, children who are in care and those whose parents are in the armed forces. Research shows that children from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. School has the freedom to spend the pupil premium money, which is additional to the underlying schools budget, in a way it thinks best to support the raising of attainment for the most vulnerable pupils. School is accountable for narrowing the gap and data will include the attainment of pupils who receive the pupil premium compared with their peers.

Principles

Every child with his/her individual needs and gifts is unique and special.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

In making provision for socially 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 the school has legitimately identified as socially deprived.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Provision

In order to meet the above requirements, the Governing body of Ryhill Junior, Infant and Nursery School will ensure that provision is made to secure the teaching and learning opportunities that meet the needs of all pupils.

School will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.

The SENCO and assessment leader will maintain an on going programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors standards committee.

The range of provision may include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerated progress.
- Providing small group work with an experienced teacher focussed on overcoming gaps in their learning.
- 1-1 support
- For children with reading ages well below their chronological age we will deliver a personalised programme of 'catch up' to help them improve this vital skill. The catch up reading programme will be based on regular intensive 1-1 sessions.
- Encourage pupils to read for pleasure. Ensuring that children have access to high quality stimulating reading materials.

- Additional teaching and learning opportunities provided by trained HLTAs, TAs or external agencies.
- 1-1 sessions with the learning mentor for pastoral care.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations, initially in Literacy and Maths.
- Pupil Premium resources may also be used to target able children on FSM to achieve Level 3 by the end of Key Stage 1 or Level 5 at the end of Key Stage 2.
- Provision will not be aimed at statemented children as funding for their needs is already in place.

Reporting

It will be the responsibility of the Headteacher in conjunction with the business manager, SENCO, assessment leader and learning mentor to produce termly reports to the Governor's Standards committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting and the cost incurred.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, compared with other forms of support.
- The monitoring of attendance and what is being done to reduce persistent absenteeism and lateness.
- It will be the responsibility of the main Governing body to ensure and outline the school's progress towards 'narrowing the gap' for socially disadvantaged pupils.
- The Governing body will consider the information provided from the standards committee in the light of the data relating to the progress of

the school's socially disadvantaged pupils in conjunction with the revised schools league tables.

- The Governors of the school will ensure that there is an annual statement to parents on how pupil premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

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

The success criteria for the Pupil Premium are:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.