

St Mary's C of E School



Pupil Premium Policy Statement

Date agreed:

Signed:

Signed

Date for review:

Headteacher:

Chair of governors:

1. Rationale Pupil Premium Grant (PPG)

The aim of the Government's Pupil Premium Grant is to raise attainment among disadvantaged children.

At St Mary's School we believe that effective use of the pupil premium to raise standards of attainment, progress and ensure equality of opportunity a moral purpose of school leadership.

2. The aim of this policy statement is to set out clearly how the school uses this money in a way that is transparent and accountable to all and focused on improving standards for vulnerable pupils.

The following school aims link to the rationale behind Pupil Premium Allocation

- Provide a secure environment, physically and emotionally, in which all children are offered equal opportunities and are taught to value their own skills and abilities and those of others.
- Encourage pupils to use initiative and to persevere in the face of changing personal circumstances and varied learning outcomes.

3. Our objective is to raise educational standards for disadvantage children in our school population.

To achieve this we aim to ensure that:

- Learning opportunities meet the needs of all pupils.
- Class teaching is consistently good or better to ensure that all children are receiving Quality First Teaching.
- Appropriate effective provision is made for pupils identified as disadvantaged,

We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

4. Allocation of Pupil Premium funding

Pupil premium funding will be allocated following analysis which will identify priority Individuals who need additional support to achieve and progress. We will ensure that the allocated funding is used to raise attainment and accelerate rates of progress.

5. Identification of need

The school will carefully analyse pupil level data on attainment and progress to identify those pupils who need additional support. Barriers to learning are identified for each pupil and support put in place to reduce and effectively eliminate any barriers to learning.

Our aim is to eliminate any barriers to learning, to increase attainment and accelerate progress moving the child to at least in line age related expectations and ensure that this improvement is sustained..

6. Responsibilities

Class teachers are responsible for the progress and attainment of all children in their class and as part of Quality First Teaching adapt, differentiate planning and manage teaching assistants effectively within the class to assist with effective learning.

Progress of all children is discussed in Pupil Progress meetings with the head teacher and together with the PP co-ordinator any additional support is discussed and included on the Intervention Grid for each term. This grid clearly identifies the children, intervention and adult leading this and has clear SMART targets for the child to achieve.

Intervention run on a ten week cycle each term and are reviewed by the SENCo and Class teacher.

The Pupil Premium co-ordinator analyses data across the school shares this with all staff and this information will be reported to governors..

The head teacher, Pupil Premium co-ordinator and linked governor evaluate the impact of any provision and review this each term. A yearly Impact statement on the use of pupil premium funding is written by the head teacher and placed on the school website together with any funding information for the current school year.

7. Working with parents and carers

Parents and carers are informed and involved in all decisions and discussions through our Pupil Premium Individual Planning Meetings (PP PIP).

These are held each term with the class teacher, SENCO and Inclusion Co-ordinator. The aim of these meetings is to identify barriers to learning and set out steps to overcome these. Pupil are involved and consulted about their learning prior to the meetings. The meetings use a 'structured conversation' model and sets short term targets for the child. Parents and carers are given copies of targets set and agreed action. This action is then reviewed in subsequent meetings.

8. Procedures and practise

The range of provision provided by the school using Pupil Premium Funding is listed below:

- Small group tuition under direction of the class teacher consolidating and practising concepts from daily maths lesson.
 - Small group tuition from a qualified teacher for maths before school
 - Small group intervention from trained teaching assistants such as Numicon, Early Literacy Rapid Phonics, Rapid Maths, Memory games, Agility, Balance and co-ordination
 - Personalised learning programmes for individual children
 - Nurture times at start of the day
 - Supporting music tuition for Pupil Premium children
 - Breakfast club daily before school
 - After School Activities
 - Supporting children eligible for Pupil Premium to take part in all visits and residential trips
 - Purchase of resources for intervention programmes
 - Purchase of training to support delivery of intervention programmes
- Supporting parent and carer involvement by ensuring Pupil Premium Individual Planning Meetings take place and all adults involved with the child can attend.

9. Monitoring and evaluation

The school compiles comparative data to scrutinise the progress of PP children v other children at a class level.

The school also closely monitors the progress of all children and any concerns are discussed at Pupil Progress and SEND meetings.

The expectation is that additional provision should result in accelerated progress and is effective at closing gap for these children.

The impact of initiatives funded by PPG is rigorously evaluated termly and adjusted accordingly.

The school produces a yearly report on the impact of the PPG and this is published on the website.

PPG expenditure is a standing item on shared Finance and Standards committee meetings agenda and on the Full Governing body agenda.

10. Equal Opportunities

The school has a number of EAL families and letters regarding applying for FSM are translated into Home Languages. The school will also ensure that parents and carers of EAL families have the opportunity to meet with the head teacher, class teacher and interpreters to discuss needs and progress.

11. Parental involvement

Parents/carers of children receiving additional support will be notified.
Parents/carers are invited to Pupil Premium Individual planning meetings.
Attendance at these meetings is expected by the school.

This policy statement is available on our website for all to view or a paper copy can be obtained from the Office.

12. Governor involvement

Pupil premium will be a standing item on the agenda for each Finance Committee and Full Governing Body Meeting. The school has a Pupil Premium Governor with a specific responsibility to monitor impact of the PPG on standards of attainment and progress.

References

For up to date information:

<http://www.education.gov.uk/schools/pupilsupport/premium>

This policy will be reviewed in September 2016