



Pupil Premium Policy

Approved Resources Committee January 2016

Background Information

The Pupil Premium is allocated to schools for pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years, or who are Looked After Children (LAC). Each of these pupils will attract around £1500. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support the raising of attainment for these vulnerable pupils.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that will support their pupils to increase their attainment and 'narrow the gap'. Schools will be accountable for 'narrowing the gap', and a section of the RAISEOnline report is dedicated to showing the attainment of pupils who receive the pupil premium compared with their peers.

The targeted and strategic use of pupil premium will support the school in achieving our vision of achieving outstanding outcomes for all children, regardless of social background, gender, culture, religion or disability.

Principles

- It is essential to have excellent teaching and learning, as this is the best opportunity to meet the needs of all pupils.
- Appropriate and well targeted provision is made for pupils who belong to vulnerable group. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Pupil premium may be spent on activities for all pupils, provided that the primary aim of the activity is to 'narrow the gap' for disadvantaged pupils and their peers, or to raise the attainment of higher achieving disadvantaged pupils.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. There is also a recognition that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We recognise that our school is located in a highly socially deprived area with a high proportion of pupils in the worst 10% of the IMD, which entitles the majority of our children to pupil premium.
- We should always have high expectations of all our pupils, comparing our data with national expectations rather than local.
- We ensure that, through careful monitoring and evaluation, the school is able to identify and analyse the impact of all interventions and strategies.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Provision

In order to meet the requirements, the Governing Body of Mount Pleasant will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

The range of provision includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning;
- Before and after school booster reading and maths sessions with well trained staff;
- An Additional teachers/HLTA in years Reception to Year 6 which will allow for more children to be supported;
- Highly skilled teachers leading interventions such as Rapid Maths and WAT;
- Free flapjacks, revision guides and school book bags and reduced rates for visits
- Additional teaching and learning opportunities provided by trained TAs through carefully selected interventions which have proved to be effective such as Fischer Family Trust and Better Reading Partnership;
- Prioritised access to homework club to allow use of computers where this may not be possible at home;

Other provision:

- Attendance rewards encouraging all children to attend school regularly;
- Aspirations fair enabling children and families to have high expectations and think big-aim high;
- Heavily subsidised school visits and visitors to school;

The above lists are not exhaustive and may change throughout the year, for example as further provision becomes available.

An equal amount of money need not be spent on each eligible pupil.

All our work through the pupil premium will be aimed at accelerating progress and moving children to at least age related expectations. Initially this will be in English and maths.

People Responsible

- A named governor will have an overview of pupil premium, although the whole governing body will be involved and accountable regarding the spending of the pupil premium.
- The business manager will keep a careful tracking of allocation of funding and be able to clearly account for how the money has been spent. This will lead to a report produced each year to be published on the school's website, in accordance with government requirements. The report will clearly itemise the spending of the pupil premium, giving a figure for each aspect. Staff costs will be listed as a single item, to avoid the identification of any individual staff member's salary.
- The headteacher and deputy headteacher will have a clear overview of how the funding has been allocated and the difference it is making to individuals and groups of children. It will usually be delegated to the assessment co-ordinator to provide the data with which to identify the progress being made by this group, and the extent to which the gap is being closed with these pupils' non-pupil premium peers.
- The assessment leader will carefully and regularly track interventions to see if they are having a positive impact. This will happen through tracking the progress of pupil premium

children at assessment points, and in the data packs produced. Further analysis of individual interventions will happen as the intervention finishes a cycle, to allow for sufficient time for that intervention to have an impact. Where interventions are not having an impact, their efficacy will be discussed with the SLT, with the outcome that the intervention will cease, or that further CPD will be put into place to support those delivering it.

- All teachers will know which children in their class are eligible for pupil premium and take responsibility for ensuring that these children make accelerated progress. Where they have concerns about these children, their first port of call should be the assessment leader, who will co-ordinate the action planning to arrest any issues.
- The headteacher and deputy headteacher should discuss the progress of eligible children during termly pupil progress meetings to ensure accountability of teachers.
- All Senior leaders will use published and internal research to identify best strategies and interventions to ensure that they have a positive impact on improving achievement.

Reporting

It will be the responsibility of the headteacher to produce regular reports for the Governing Body. It is expected that this will be delegated to the assessment leader, for the purposes of producing the report itself.

Included in this report should be:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils ;
- An outline of the provision being made;
- 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 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 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website (*see earlier point*).

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 Policy are:

- Early intervention and support for socially disadvantaged children so the gap is effectively narrowed;
- The vast majority of socially disadvantaged children meeting their individual targets;
- Effective parental and pupil school support;
- Having an effective system for identifying, assessing and monitoring pupil progress;
- 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.