



# Elmridge Primary School

## Pupil Premium Policy

Policy Version			
Date	Document Version	Document Revision History	Document Author/Reviser
September 2014	1.0	n/a	Mark Edmundson
September 2016	1.1	Update in line with 2 year review of provision and impact	Mark Edmundson

This policy will be reviewed every 12 months or in light of a change to local and Government legislation.

The Dunham Trust believes it makes a significant contribution in transforming children's life chances. Our aim and commitment is to transform schools into sustainable learning academy communities.

*"We aim to ensure that, for everyone involved, excellence and equity become and remain a reality"*

*"They come this way only once so we should litter their pathways with quality experiences"*

We believe that we are able to help our academies and their young people to aspire to and achieve success. To do this, we are committed to ensuring that every child and young person has a pathway to succeed that:

- gives the best possible start in life
- equips them with creativity, spirit and confidence
- enables individuals to appreciate life and equip for further learning
- supports the child in becoming a responsible citizen
- ensures continued success in his/her future and contributes to the local community

Our aims for 'Improvement' are designed to ensure all academies are consistently benchmarked against key improvement priorities. This framework will ensure effective progress across the Trust, whilst at the same time, leaving space for autonomy at the school level. It will:

- focus efforts on what really matters, i.e. our vision, principles and commitment to the children, young people, families and communities that we serve.
- provide a flexible approach to improvement that meets the needs of each Academy. This will involve a commitment to immediate improvement in each individual context, professional development and a collaborative approach that engages with improvement projects designed to build capacity, an approach that is responsive, reflective and sustainable.
- focus on outcomes, understanding that these are not negotiable. We are committed to a no-excuses culture. In achieving these outcomes, all will focus on individual responsibility and collective accountability for success

The Trust has a responsibility to ensure the success of each academy by allowing every pupil to maximise his/her potential. As an academy sponsor there will be an expectation for joint working across individual academies. The Trust is committed to high quality academy improvement activity, networking and development and research. Equally, the promotion of sport, outdoor education and the creative arts will be important in the development of pupil self-esteem and building learning skills

## **MISSION STATEMENT**

***“Learning through success”***

## **STATEMENT OF AIMS**

Our main aim is to provide a wide range of high quality experiences in all aspects of school life so enabling the children to be happy, successful and keen to learn, thus helping them to grow into young people who are fulfilled and able to make a positive contribution to society.

***“They come this way only once so we should litter their pathways with quality experiences”***

We aim to do this in the context of a warm, welcoming and respectful ethos so that our caring ways are apparent to all who stay with us and so that our children will develop strong and correct positive values.

We believe that children should develop a happy way of being together, that their self-respect leads to a respect for the rights and needs of other children and adults from their own culture and other cultures and from a range of diverse backgrounds.

We are aiming to educate the whole child by presenting a total experience which is relevant to his/her individuality, thus fostering the child’s intellectual, physical, cultural, moral and spiritual development.

We aim to teach a broad and balanced curriculum by carefully planning and delivering the National Curriculum followed by an assessment of the children’s progress, we also provide time for reflection and evaluation by the teaching staff.

We recognise that change and progress are an important part of everyday life and, therefore, aim to equip children to cope and flourish in dealing with the challenges faced by such changes.

### **1 Introduction**

The Pupil Premium was introduced in April 2011 to provide additional support for looked after children and those from low income families. The extra funding is to help schools narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds.

In making provision for socially disadvantaged pupils, the school recognises that not all pupils who receive free school meals will be socially disadvantaged. The school also recognises that not all pupils who are socially disadvantaged are registered or qualify for free

school meals. The school reserves 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.

## **2 Aims**

The school's aim is to ensure that its Pupil Premium funding is used to target FSM pupils to maximise attainment and achievement by:

- Ensuring that teaching and learning opportunities meet the needs of all of the pupils, particularly those who belong to vulnerable groups, this includes socially disadvantaged pupils
- Having high expectations. School will never confuse eligibility for the Pupil Premium with low ability
- Allocating Pupil Premium funding following a 'needs analysis' which will identify priorities of individuals, groups or cohorts. This is supported by rigorous termly monitoring of those pupils in receipt of Pupil Premium, particularly in Reading, Writing and Mathematics. This ensures that children have the help they need to grasp the basic skills right at the start of their education.
- Using a combination of:
  - High quality day-to-day teaching from class teachers
  - High quality intervention delivered by well-trained support staff
- Using the funding available to employ a range of effective strategies known to support FSM pupils to increase their attainment and achievement.
- Using the funding available in a flexible and responsive manner. The limited funding available may mean that not all FSM pupils will be in receipt of Pupil Premium interventions at any one time.

## **3 Implementation & Provision (Equal Opportunities & Inclusion)**

The school's Pupil Premium work will be aimed at accelerating progress moving children to age-related expectations and beyond to target the school's high averages, initially this will be in Reading, Writing and Mathematics. As 'needs analysis' and termly monitoring demonstrates that individuals have a good grasp of the basic skills the Pupil Premium funding may be used to target able children on FSM to ensure they achieve age-related expectations and beyond.

The range of provision the Governors may consider making for FSM pupils could include:

- Learning Mentor time to provide 1:1 support for individuals, this will include giving pupils clear, useful feedback about their work and ways that they could improve it
- Small group intervention for the less/more able in Reading, Writing and Mathematics
- The wider curriculum, including greater access to the creative arts and PE and the employment of specialist teachers to provide this teaching
- Access to extra-curricular provision
- The funding of enrichment activities, education visits and residential experiences

#### **4 Reporting & Monitoring**

It will be the responsibility of the Pupil Premium Leader, usually a member of the SLT, to produce a termly report on the attainment and achievement of those children in receipt of Pupil Premium. This report will include:

- Attainment of Pupil Premium children in each cohort, when compared with non-Pupil Premium children
- Achievement of Pupil Premium children in each cohort, when compared with non-Pupil Premium children
- An outline of Pupil Premium provision, along with its impact measure
- An evaluation of the cost effectiveness of the provision in terms of the attainment and achievement of the pupils in receipt of the provision when compared with other forms of support
- As from September 2016, school will publish its “pupil premium strategy”. This will include, in the previous academic year:
  - How the pupil premium allocation was spent
  - The impact of the expenditure on eligible and other pupils
- The current academic year:
  - The amount of the school’s allocation of pupil premium grant
  - Details of the main barriers to educational achievement
  - How the allocation will be spent to address the barriers and why these approaches were taken
  - How the school will measure the impact of the pupil premium
  - The date of the next pupil premium strategy review

#### **5. The Role of the Pupil Premium Leader**

It is the responsibility of the Pupil Premium Leader to:

- Have a clear overview of how the Pupil Premium funding is allocated and the impact it is making to outcomes of these pupils
- Analyse the gaps in attainment & achievement of pupil premium children in all year groups
- Ensure class teachers and subject leaders know which pupils are eligible for Pupil Premium so that they can take responsibility for accelerating progress
- Monitor attendance and behaviour of Pupil Premium pupils as well as other barriers to learning these individuals may experience
- Prepare 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. The statement will be made available on the school’s website.
- To ensure there is liaison between other school policies:
  - assessment & target setting
  - behaviour & discipline
  - charging
  - educational visits and activities
  - equal opportunities
  - health, safety and welfare
  - SMSC
  - teaching and learning
  - transition

**Date: September 2014**

**Reviewed: September 2016**