



# **Policy for Pupil Premium**

**Last Reviewed by Governing Body : October 2017**

**Date of next review : October 2020**

## **Mission Statement**

A Family of Creative Thinkers Aspiring to Excellence

Our Vision:

To develop outstanding citizens of the future who are innovative, resilient and committed to making a difference.

By:

- Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values.
- Providing a creative curriculum that inspires a passion for learning and promotes excellence.
- Collaborating with others to support everyone to achieve their very best.
- Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
- Facilitating investigative learning opportunities through the development of the effective characteristics of learning.

As a school we try to use our Pupil Premium to :

- ❖ Ensure the most dynamic and effective learning experiences in the classroom.
- ❖ Provide a range of group and individual interventions designed to support those with identified needs.
- ❖ Offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning and themselves.

## **Principles**

- ❖ We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- ❖ We ensure that appropriate provision is made for pupils who belong to vulnerable groups which includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- ❖ We recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged.
- ❖ We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right therefore to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or has been identified historically over the last six years.

- ❖ Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **Provision**

The range of provision the Governors may consider making for this group could include:

- ❖ Achievement and Standards work including additional class based or intervention work to accelerate progress of targeted groups or individuals.
- ❖ Learning support to enable children to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Needs.
- ❖ Pastoral work which involves raising self esteem, extending personal skills sets and supporting children to make appropriate choices in order to maximise learning opportunities.
- ❖ Out of hours and enrichment to ensure that children are given full opportunity to develop talents in sport and creativity to also improve self confidence, motivation for school and commitment to their school experience.

All of our work through the pupil premium will be aimed at accelerating progress and moving children to at least age related expectations.

Pupil premium resources may also be used to target able children on FSM to achieve L3 or L5.

### **Reporting**

It will be the responsibility of the Headteacher to produce regular reports for Governors on :

- ❖ The progress made towards narrowing the gap for socially disadvantaged pupils.
- ❖ An outline of the provision in place at the school.
- ❖ An evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision.

### **Equal Opportunities**

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally and the school will take measures against those who do not abide by this ethos.

### Monitoring and Evaluation

Policy and practice is monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team have a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.