Pensans CP School

PUPIL PREMIUM POLICY

School vision

The targeted and strategic use of pupil premium will support us in achieving our vision of working towards all pupils achieving their potential.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' students and are committed to meeting their pastoral, social and academic needs within CTC's caring environment. This is an essential, integral part of the spiritual development of the whole community.

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.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be academically disadvantaged or underperforming and therefore provision needs to meet individual needs, including those who are classified as high achieving or gifted and talented.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the individual school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Objectives

Raising Attainment and achievement of disadvantaged students to at least expected progress through

- Provision to raise literacy & numeracy levels
- Providing social & emotional support/interventions to improve attendance and engagement
- Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials etc.
- Personalised learning, e.g. Reading recovery, 1 to 1 support etc.

Provision

Raising Attainment and achievement of disadvantaged students to at least expected progress through

- Provision to raise literacy & numeracy levels
- Providing social & emotional support/interventions to improve attendance and engagement
- Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials et
- Personalised learning, e.g. Reading Recovery, 1:1 support etc.
- Wellbeing - Thrive/TIS UK provision

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

- Providing small group work with an experienced Teaching Assistant focussed on overcoming gaps in learning
- 1:1 support
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Provision for extra curriculum activities such as Music tuition, day trips and residential trips that add to the enjoyment and enrichment of school life.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and Maths
- Pupil premium resources may also be used to target able children on FSM to achieve higher levels of attainment.

Reporting & Monitoring

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce an annual report for the Governors detailing;

- the progress made towards closing the gap, by year group, for socially disadvantaged pupils

This will include headline information about:

- % improvements in attendance
- % reduction in exclusions
- % reduction in behaviour related incidents
- % reduction in the numbers of FSM pupils making less than expected progress
- % Increase in the number of FSM pupils exceeding expectations
- Pupil perception information about engagement and progress
- Parent satisfaction

- an outline of the provision that was made since the last meeting
- 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 ‘closing the gap’, for socially

disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Pupil Premium Co-ordinator - Jo Atkinson
Pupil Premium Governor - Sian Yates

Policy created: April 2014
Policy updated: January 2016
Policy updated: January 2018
Review date: January 2020