

PENDRAGON COMMUNITY PRIMARY SCHOOL

PUPIL PREMIUM POLICY



LEAD PERSON:

AGREED BY STAFF:

AGREED BY GOVERNORS:

REVIEW DATE:

School policy for Pupil Premium

School vision

Pendragon Community Primary School: A place for everyone to succeed and thrive.

The aim of this policy is that the eligible children make rapid and sustained progress thus helping them close the gap between them and their peers.

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 socially disadvantaged
- We identify socially disadvantaged pupils who are falling behind at any level and ensure our provision supports them to close the academic gaps between them and their peers
- We recognise that there are a range of barriers to children's progress and ensure our provision is flexible enough to be able to respond to these

Eligibility

- All children who have been in receipt of free school meals in the last 6 years
- All children in care and children with special guardianship orders who are entitled to pupil premium plus*
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve 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.
- Children not in receipt of pupil premium or identified as socially disadvantaged may be included in intervention groups – made clear by HMI that this is ok
- Within this group all children are eligible for intervention (see identification below). This includes high attaining children, those with special educational needs or children with behaviour, emotional and social difficulties

** The sum of £1900 is allocated to the virtual school for all children in care. £1000 for every child comes to the school in September and interventions allocated via the PEP process. An additional £900 is available depending on need. The money must not be used to double fund any interventions and must clearly link to 'closing the gap' in the widest sense. The*

sum of £1900 is allocated directly to the school for all children with Special Guardianship Orders. The school must demonstrate how this funding is used.

Identification

- Pupil premium funding will be allocated following a termly needs analysis which will identify priority classes, groups or individuals. We will use our school assessment processes (progress grids) to enable us to identify need (children who are falling behind). Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- Children may move out of the group outside the normal assessment cycle if progress has been made and is likely to be sustained. Other children may move in to take their place
- There may be children who are making expected or above expected progress who may not receive pupil intervention within the year
- The progress of all children will be monitored on at least a termly basis and children identified quickly if they start to fall behind. This may include children who have already received intervention
- Depending on need some children may receive more than 1 intervention at a time, although the school is mindful of 'over intervening'

Provision

- The range of provision the Governors may consider making for this group could include:
 - Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
 - Providing small group work with an experienced teacher focussed on overcoming gaps in learning
 - additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
 - Support for extra-curricular activities
 - Support for developing positive self-esteem and learning behaviour

Effective strategies

Evaluation of our pupil premium interventions and national evaluations have demonstrated that the following strategies are the most effective:

- Intervention staff working very closely with the class teachers, ensuring their input (appropriately differentiated) supports the learning in class.

Where possible, support taking place in the afternoon and is therefore 'additional to' rather than 'instead of'.

- Intervention follows the principles of excellent AfL where teaching is constantly evolving in response to daily assessments
- Feedback is individual, targeted and immediately acted on
- Intervention staff are aware of the barriers to learning of the individuals within their group
- Parents are involved and informed

These form the basis of our Pupil Premium interventions.

Evaluation of impact

We will evaluate the impact of interventions using the progress sheets and comparing group progress to progress of the whole class

Reporting

- It will be the responsibility of the Head Teacher, or a delegated member of staff, to produce regular reports for the Governors' Standards Committee on:
 - the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
 - 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
- It will be the responsibility of the Chair of the Standards Committee to ensure this information is made known to the full governing body
- 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

Appeal

Any appeals against this policy will be through the governor's complaints procedure