

# Maple Tree Lower School



Policy	Pupil Premium Policy
Committee	Development
Review Date	March 2018

## **POLICY FOR PUPIL PREMIUM CHILDREN**

### ***Background***

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research has shown that these pupils underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their full potential.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed £1,320 to schools per pupil, based on the number of pupils registered for Free School meals at any point during the last 6 years (known as 'Ever 6 FSM').

The Pupil Premium also provides funding for children who have been looked after continuously (CLA) for more than six months and the children of service personnel. In April 2015 EYPP (Early Years Pupil Premium funding) was introduced where 3 – 4 year olds in a pre-school setting receive £300 per pupil.

Maple Tree Lower School currently has 224 pupils on roll and 19 (8%) of these pupils are currently receiving pupil premium funding.

In the financial year 2014 – 2015 we received £18,200 (14 pupils) of pupil premium funding overall.

At Maple Tree Lower School we will be using the indicator of those eligible for Free School meals as our target pupils to 'narrow the gap' regarding attainment. The Government are not dictating how schools should spend this money, but the provisions that our school have implemented will support the pupils to increase their attainment and 'narrow the gap' between pupil premium and non-pupil premium pupils.

### ***Principles***

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- When making provision for children allocated free school meals, we acknowledge that not all of those are socially disadvantaged.
- The Pupil Premium will be used to provide additional support to improve learning and raise achievement.
- Pupil Premium funding will be used to support pupils who are underachieving as well as providing opportunities for the more-able pupils who come from socially disadvantaged backgrounds.
- The whole school are actively committed to ensuring that the learning and social needs of the pupil premium pupils are met. We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Pupil premium funding may be used to support priority classes, groups or individuals following a needs analysis.

- We are committed to meeting the academic, social and pastoral needs of all of the pupils.
- To narrow the achievement gap between socially disadvantaged pupils and those who are not socially disadvantaged.
- Systematically focus on giving children clear, useful feedback about their work, and ways that they can improve
- We actively involve parents and meet with them regularly throughout the year to discuss how we are supporting their child(ren) and how they too can support them further. We use some of the budget to help the parents financially if they are working alongside the school in helping their child reach their potential.

### ***Ensuring effective allocation of funding***

- The Pupil Premium is clearly marked within the budget.
- Governors are kept updated termly on Pupil Premium spending in Management Committee meetings.
- In consultation with staff, the Pupil Premium leader alongside the Head Teacher will regularly assess what additional provision is needed for individual pupils.
- Children allocated funding will be tracked termly to ensure that the impact of strategies can be identified.
- Children's strengths will be recognised and built upon to boost their confidence (eg. Music lessons)

### ***Allocation of funding and provision***

At Maple Tree Lower School we allocate the majority of our Pupil Premium budget to improving and supporting the teaching and learning throughout the school as well as focusing on the wellbeing of the pupils. The pupil premium budget can be allocated to the following:

- 1:2 Tuition (writing and maths) and small group after school tuition (writing and maths)
- Full time Pastoral Support from September 2016
- Parental contributions towards school uniform/school trips/educational resources etc.
- Art therapy
- Breakfast/ Holiday Clubs places offered to CLA/FSM pupils
- £25 per child uniform allowance
- After school clubs, e.g. maths, dance etc.
- Funding trips
- Peripatetic music lessons
- After school clubs – dance, gymnastics
- Tablets for class use and access to 'Bug Club' reading

### ***Individualising Support***

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teaching communicate effectively.
- To provide high quality intervention across all phases.
- Matching the skills of the support staff to the interventions they provide.
- Working with other agencies to bring in additional expertise.
- Provide support for parents.
- Tailoring interventions to the needs of the child.
- Recognising and building on children's strengths to further boost confidence.

### **Reporting**

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on our school's website. Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent: details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'*

Through this policy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

### **Roles and responsibilities**

#### **The Head and SLT**

- The Head Teacher and Pupil Premium Leader are responsible for implementing this policy.
- They will ensure that all staff are given appropriate support and professional development to accelerate pupil's progress and attainment.
- They will report to the 'Management committee of the Governing body how the Pupil Premium children are performing in comparison to their peers.
- They will also provide an outline of spending and provision for the given time period.
- An action plan will be drawn up each year in line with the School Development plan.
- The Pupil Premium Leader will liaise with the Pupil Premium Governor and with colleagues from other Trust schools.

#### **Teaching and Support Staff will:**

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classroom which enables pupils from disadvantaged backgrounds to thrive.

- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

## **UNICEF ARTICLES**

Article 28 (right to education) Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's dignity. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 30 (children of minorities) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities

Signed ..... Chair of Governors

Date.....