



Believing and Achieving Together

### **Pupil Premium Policy**

Signed by:

Chair of Governors: ..... Date: January 2019

Headteacher: ..... Date: January 2019

Review: January 2021 [or sooner if required]

#### **Rationale**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Governing Body are accountable for ensuring that these disadvantaged children are supported in order to narrow the gap in achievement between vulnerable groups of pupils and their wealthier counterparts.

#### **Definition**

The governing body is accountable for the way in which the school allocates funding to improve the achievement of vulnerable pupils. Vulnerable pupils can be defined as, but not restricted to:

- Children whose parents/carers are in receipt of free school meals (FSM)
- Children whose parents/carers have been in receipt of free school meals (FSM) within the past 6 years
- Children with one or more parent/carer who is a member of the armed forces.
- Children classed as Looked After Children (LAC) who are cared for by a Local Authority.

#### **Purpose**

The purpose of this policy is to define the ways in which the governing body will provide for identified children in order to improve achievement. The Governing Body will make provision in the following ways:

- Provide intervention/catch up programmes for identified children who are not making expected progress
- Offer extra curricular activities that are affordable by not charging the organisation for use of school facilities and reducing the cost
- Subsidise or waiver the cost of any residential visit and school trips
- Completely fund visiting theatre, music groups and authors

#### **Guidelines**

- The Governors and school leaders will identify additional funding available through information in RAISE online and SIMS.

- Information about identified children will be shared with teachers and teachers will be expected to closely monitor the progress of these children
- Teachers will inform head teacher immediately should any identified child require intervention.
- Identified children who are not making expected progress will receive intervention according to their need and may include but are not restricted to:
  - Reading - Direct Phonics, Read Write Inc, Extra reading sessions with a Learning Support Assistant/Teacher, high frequency word recognition, Phonic and Spelling groups with LSA's, LEXIA
  - Writing - Read Write Inc, extra small group targeted opportunities with a teacher
  - Maths - Wave 3 intervention, one-to-one Maths, small group Maths, targeted support with a Senior Teacher
  - Social and Emotional issues - Nurture work with Emotional Literacy Support Assistant
  - Every class has a LSA for at least 4 mornings every week
  - LSA to deliver targeted Speech and Language intervention 3 afternoons every week
- The intervention manager (SEND Co) will monitor the provision of interventions for identified children

### **Monitoring**

The head teacher will report the financial position annually to the governing body's Resource Management Committee.

The head teacher will track the progress of these groups of children at termly pupil progress meetings and through the intervention assessments at the end of each half term.