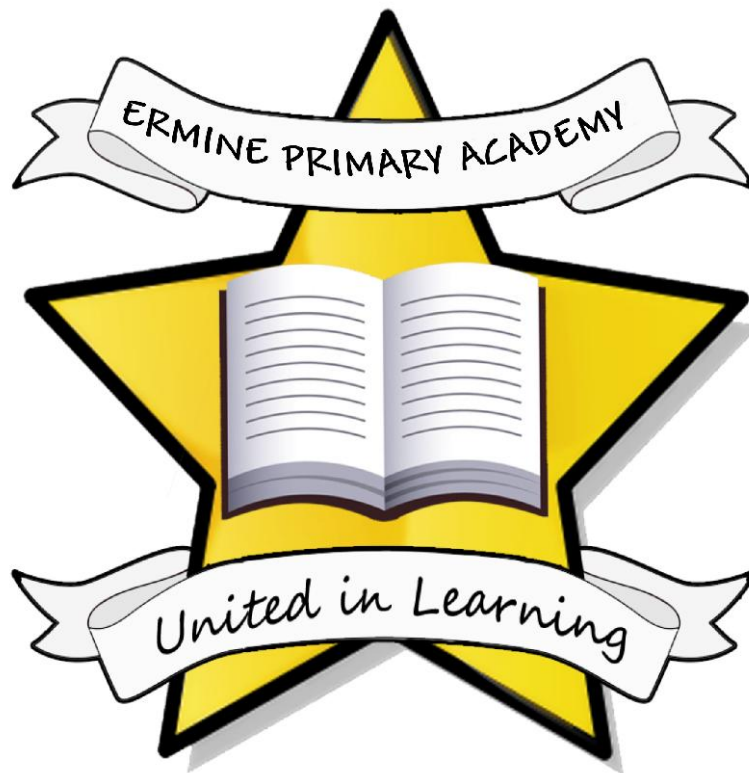


Pupil premium Policy

Ermine Primary

Academy



This Policy has been approved by the Headteacher

Signed..... Date.....

This Policy has been approved by the Governing Body

Signed..... Date.....

Reviewed July 2017

Next Review Date of Policy – July 2018

Statement of intent

At Ermine Primary Academy, we believe that by having the highest expectations and aspirations for all of our learners, the highest possible standards will be achieved. We believe no child should be left behind and that excellence can be achieved for all through equity.

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces.

From September 2014, pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

The school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Policy. This policy should be read alongside the proposed spending document and impact document of previous spending found on the academy website.

1.0. Pupil Premium Grant

- 1.1. In the academic year 2017/18 the Pupil Premium Grant is available as follows:

Disadvantaged pupil	Pupil Premium per pupil
Pupils in Reception to Year six entitled to free school meals in the previous six years (Ever 6 FSM).	£1,320
Looked After Children (LAC).	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order.	£1,900
Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	£300
Early years	£302.10

2.0. Our Objectives

- 2.1. Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium.
- 2.2. Narrow the gap between the educational achievement of these pupils and their peers.
- 2.3. Address underlying inequalities, as far as possible, between these pupils and others.
- 2.4. Ensure that the Pupil Premium funds reach the pupils who need them most.
- 2.5. Make a significant impact on the education and lives of these pupils.

- 2.6. Work in partnership with the parents of pupils to collectively ensure their success.

3.0. Our Strategies

- 3.1. Assigning a Pupil Premium Lead to champion the educational needs of Pupil Premium recipients and ensure the implementation of this policy.
- 3.2. Ensuring Pupil Premium funds can be identified within the school's budget.
- 3.3. The Headteacher, in consultation with the Pupil Premium Lead, governors, staff and parents, will decide how funds are spent.
- 3.4. Assessing the individual provisions required for each pupil in receipt of Pupil Premium.
- 3.5. Providing a culture where staff believe in all pupils, and adopt a solution focused approach to overcoming barriers.
- 3.6. Staff support children to develop a 'growth' mindset towards learning.
- 3.7. We use research (Education Endowment Foundation and Sutton trust toolkit) To support us in determining strategies that will be the most effective.
- 3.8. All staff are aware of who pupil premium and vulnerable children are in their classes and take this into account when targeting interventions and focused support.
- 3.9. Underachievement at all levels is targeted. Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'
- 3.10. We will continue to ensure ALL children across the school receive good teaching, with increasing percentages of outstanding teaching through rigorous and targeted high quality CPD for all staff.
- 3.11. In school variance between children in receipt of pupil premium funding and non pupil premium will be monitored every 6 weeks and data acted upon.
- 3.12. Children and families will be supported with an effective behaviour, attendance and nurture team to ensure ALL children are ready to learn and reach their potential.

4.0. Individualising support

We ensure additional support provided will be effective by:

- 4.1. Looking at the individual needs of each child and identifying their barriers to learning.
- 4.2. Providing small group work with experienced teachers or Teaching assistants to address specific knowledge gaps.
- 4.3. Using SENCO to support small groups of SEN children who are also in receipt of Pupil Premium funding to address specific needs.
- 4.4. Creating additional teaching and learning opportunities using well trained teaching assistants through targeted evidence based interventions planned and monitored by teachers based on assessments and data.
- 4.5. Ensure additional teaching assistants, the nurture team staff and class teachers communicate regularly.
- 4.6. Match skills of the support staff to the interventions they provide.

- 4.7. Provide high quality CPD for all staff including teaching assistants to make sure support is targeted and effective.
- 4.8. Working with other agencies to bring additional expertise for example
 - Counselling
 - Educational psychologist, SALT.
- 4.9. Targeting English and maths catch up programmes for pupils below age expectations or making slow progress.
This may take the form of...
 - Smaller group Read Write Inc phonics groups with specific areas to improve based on 6 weekly assessments.
 - 1-1 RWI support daily.
 - Small group time in talk groups
 - Small group comprehension focused groups or 1-1 support in guided reading.
 - Focused writing interventions based on needs with specific targets to be developed in a specific timescale.
 - Small group maths interventions such as first class at number, or specific programmes to address certain misconceptions.
- 4.10. Targeting pupils in specific year groups where data shows there is a need to close the gap
- 4.11. Allocating funds to enable PP pupils to participate in extra-curricular activities such as musical tuition or clubs.
- 4.12. Supporting support for parents and families primarily through family support who will lead on team around the child, child protection and safeguarding for vulnerable families, and support in times of crisis.
- 4.13. To support with and monitor good attendance and take steps to address poor attendance to ensure children are able to access the provision available to them in school to enable them to make good progress.

5.0. Monitoring and evaluation

We will ensure that:

- 5.1 A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice.
- 5.2 Assessment Data is collected at least 6 weekly so that the impact of interventions can be monitored regularly.
- 5.3 Assessments are closely moderated to ensure they are accurate.
- 5.4 Teaching staff contribute to pupil progress meetings each term and the identification of children is reviewed.
- 5.5 Effective feedback about next steps to improve performance is given to children each lesson, and children are central to their learning.
- 5.6 Interventions are adapted or changed if they are not effective.
- 5.7 Case studies are used to evaluate the impact of pastoral interventions, such as attendance and behaviour.
- 5.7 A designated member of the SLT maintains an overview of pupil premium spending in the role of pupil premium lead.
- 5.8A governor has responsibility for pupil premium and had been on training with the pupil premium lead teacher.

6.0. Reporting

- 6.1. The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes and cost effectiveness.
- 6.2. The Headteacher will report annually to the governing body and parents on how effective Pupil Premium spending has been and what impact has been made.
- 6.3. Information regarding Pupil Premium spending will be published on the school's website. This will be predicted spending at the beginning of the year and then the impact this spending has had at the end of the year.
- 6.4. This information of progress and impact of interventions will lead the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.