



## Pupil Premium Policy

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#### **1. Introduction and Purpose**

The pupil premium is a Government initiative that targets extra money at pupils from low income families, ensuring support to enable them to reach their full potential.

Those entitled to Free School Meals is the indicator and Pupil Premium is allocated annually based on pupils who have registered for free school meals at any point in the last 6 years.

The Government does not dictate how schools should spend this money, but is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'diminish the difference'. Schools will be accountable for narrowing the gap, and school performance tables will compare the attainment of pupils who receive the pupil premium with their peers.

This policy has been developed in order to ensure that effective intervention is provided.

## **2. Principles**

Every child with his/her individual needs and gifts is unique and special. All members of staff, governors and learning support assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

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.

## **3. Provision**

In order to meet the above requirements, the Local School Board (LSB) of each trust school will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority will be focussed on 'narrowing the gap' for those pupils not on track to reach age expected outcomes or better.

As part of the additional provision made for pupils who belong to vulnerable groups, the LSB will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring.

In making provision for socially disadvantaged pupils, the LSB recognises that not all pupils who receive free school meals will be socially disadvantaged.

The LSB also recognises that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The LSB 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.

### **The range of provision**

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities

The Inclusion Leader, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the LSB.

## **4. Reporting**

It will be the responsibility of the Inclusion Leader /Assessment Leader, to produce a termly report for the LSB on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

- An outline of the provision that was made during the term 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 LSB to monitor the school's progress towards 'narrowing the gap'' for socially disadvantaged pupils on a termly basis. The LSB will consider the information provided.

A pupil premium report will be published on each school's website.

### **5. Success Criteria**

The evaluation of this policy is based on how successfully the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children;
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental partnership support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.