

# Pupil Premium Policy

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The Education Fellowship are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential in our schools.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all pupils.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The school reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

## **Provision**

The school is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all pupils to enjoy and thrive in learning and achieve their best.

## **Rationale for decisions about provision**

The rationale for resource deployment is decided by the school, based on the following principles:

-  effectiveness and impact so that progress and achievement is maximised for every pupil
-  flexibility
-  fitness for purpose
-  value for money acknowledging appropriate accountability
-  equity
-  inclusivity

Pupil premium funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'. Such decisions will be at the discretion of the Senior Leadership Team, who will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be.

The school uses on-going assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The named pupil premium lead will work with school staff to including learning support and inclusion leader to develop individual learning plans.

We always seek to provide outstanding quality teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment. When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

-  facilitating pupils' access to education
-  facilitating pupils' access to the school's curriculum support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
-  additional opportunities to enhance or complement the school offer e.g. after school clubs, holiday clubs etc
-  alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme
-  where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the SLT will agree this following discussion and advice from colleagues and other relevant sources

## **Monitoring and Evaluating Provision**

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through year group attainment and progress meetings or through monitoring meetings with the named pupil premium lead.

In evaluating effectiveness, a range of evidence is used including:

- ♥ attainment and progress outcomes
- ♥ feedback from staff, the child, parents and other professionals who may be involved
- ♥ examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says
- ♥ anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc
- ♥ The governors' Curriculum Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports

## **Reporting and Accountability**

It will be the responsibility of the Principal/Headteacher, or a delegated member of staff, to produce termly reports, following DfE guidance, for the fellowship and Academy Advisory Board on:

- ♥ the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- ♥ the teacher assessment data
- ♥ comparative data for all known socially disadvantaged pupils by year group
- ♥ an outline of the provision that was made during 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
- ♥ detail the average progress of those pupils receiving support funded from pupil premium provide comparative data showing our school's progress relative to other schools nationally through the modified national data supplied by the DfE (when provided), and include financial details of how pupil premium was spent (the business manager will keep on-going records to facilitate this)
- ♥ This report will also be published on the school's website and parents/carers will be informed when this has been done via the school's newsletter

## **Complaints**

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose.