

# Leigh on Mendip First School



## Pupil Premium Policy

Reviewed on	January 2017
Signed by Chair of Governors	Mrs Vicki Taylor
Date	1 <sup>st</sup> February 2017
Next review	January 2019

# Leigh on Mendip First School

## Pupil Premium Policy

### Principles

All staff and governors, are committed to meeting the pastoral, social and academic needs of all pupils within a caring environment.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups this includes the needs of socially disadvantaged pupils. A child that is considered to be socially disadvantaged is entitled to develop to their full potential. We recognise that not all pupils who receive Free School Meals (FSM) will be socially disadvantaged.

### Background

The Pupil Premium is allocated to children from low income families who are known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months, and the children of service personnel. From 2013-14 this also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Research shows that these pupils underachieve compared to their non-deprived peers. The Pupil Premium is provided to schools in order to support these pupils in reaching their potential.

At Leigh on Mendip First School we use the indicator of those eligible for FSM as our target pupils to 'narrow the gap' in relation to attainment. Schools need to employ the strategies that they believe will support pupils to increase their attainment and narrow the gap with their peers.

Schools are free to spend the Pupil Premium as they see fit. However we are held accountable for how we have used the additional funding to support pupils from low income families. We are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support they receive.

### Aims

- We aim to accelerate the progress of pupils to at least Age Related Expectations (ARE) in the core areas of the curriculum
- Pupil Premium resources may be used to target more able pupils on FSM to achieve the higher levels of attainment at the end of KS1 and year 4.

### Provision

The SENCO in conjunction with the Headteacher will maintain a programme of support which will be subject to review by the Governing Board. The range of provision includes:

- Provide small group intervention with an experienced teacher
- Additional teaching and learning interventions with TAs
- 1:1 support
- Provide educational experiences that broaden learning

- Assessment of pupils to identify learning difficulties
- Provide support to facilitate emotional development with staff or external agencies

### **Reporting**

It will be the responsibility of the SENCO to analyse the progress of FSM pupils and report to the Headteacher information to include:

- The progress of pupils by year group, towards narrowing the gap for socially disadvantaged pupils. Pupil Progress meetings will enable the school to assess the progress of those entitled to FSM
- The provision in place for pupils entitled to FSM
- The governors will consider the information provided by the Curriculum and Additional Educational Needs Committee in light of data relating to the progress of socially disadvantaged pupils.
- The governors will ensure that the school provide a statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gap, for socially disadvantaged pupils. This task will be carried out in line with the requirements published by the Department for Education (DFE).

### **Success Criteria**

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

- **The success criteria for Pupil Premium Policy:**
- Pupils receive early intervention
- Socially disadvantaged pupils will meet their individual targets
- Parents are engaged with the school and support their child
- An effective system is in place for identifying, assessing and monitoring pupil progress
- The school has a positive ethos in which pupils' differences are recognised and valued and that the school supports pupils in becoming confident and independent learners.