

**St. Egwin's CE  
Middle School**

**Pupil Premium Policy**

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## Statement of intent

At **St. Egwin's CE Middle School** we believe that by having the highest expectations of all learners the highest possible standards will be achieved.

We believe, strongly, that there should be no gap in the outcomes of children who have the Pupil Premium available to them and other pupils in the school who are not described as disadvantaged. There is a gap in outcomes when pupils join the school and at the end of the Key Stage [Y6]. The staff and governors take the responsibility of diminishing this difference very seriously – a core role of the school. In essence, the main thrust of the actions of the school is to reduce inequalities and make a high quality education available to all.

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 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.

## **1.0. Our Objectives**

- 1.1. Provide additional educational support to raise the achievement of our pupils in receipt of Pupil Premium, etc.
- 1.2. Narrow the gap between the educational achievement of these pupils and their peers.
- 1.3. Address underlying inequalities, as far as possible, between these pupils and others.
- 1.4. Ensure that the Pupil Premium funds reach the pupils who need them most.
- 1.5. Make a significant impact on the education and lives of these pupils.
- 1.6. Work in partnership with the parents of pupils to collectively ensure their success.
- 1.7. To annually conduct an internal whole school review to assess the impact educationally as well as effects on wider development of pupils.
- 1.8. To complement the review process by involving external support on a cyclical basis.
- 1.9. To ensure that there is a member of senior staff who is the **PP Champion**.
- 1.10. To have a whole-school approach when addressing the 'attainment' gap experienced by these pupils.
- 1.11. To use the Education Endowment Foundations Teaching Toolkit when assessing cost effectiveness of pupil premium spending.

## **2.0. Our Strategies**

- 2.1. Assigning a Pupil Premium Champion the educational needs of Pupil Premium recipients and ensure the implementation of this policy.
- 2.2. Ensuring Pupil Premium funds can be identified within the school's budget.
- 2.3. The Headteacher, in consultation with the Pupil Premium Lead and governors, will decide how funds are spent.
- 2.4. Assessing the individual provisions required for each pupil in receipt of Pupil Premium.
- 2.5. Making Pupil Premium support the responsibility of all staff in school.
- 2.6. To regularly monitor and assess overall impact to ensure spending is relevant and effective, involving the GB at key points in the SDP cycle.

## **3.0. Potential Actions**

- 3.1. Providing 1:1 and small group work with experienced teachers/teaching assistants to address specific knowledge gaps.
- 3.2. To ensure that the school has reduced class sizes (where appropriate) to improve opportunities for effective teaching.
- 3.3. Creating additional teaching and learning opportunities using teaching assistants.
- 3.4. Targeting English and Maths in pupils who do not make expected progress.
- 3.5. Targeting English and Maths in pupils who have high prior attainment but who have failed to make progress in the last few years.
- 3.6. Targeting English and Maths in pupils who are additionally vulnerable (E.G. SEND, Low Ability, mental health/social/behavioural/safeguarding vulnerabilities).
- 3.7. Targeting foundation subjects for pupils who have failed to make expected progress.
- 3.8. Allocating funds to enable these pupils to participate in extra-curricular activities.

- 3.9. To monitor pupils wider development through the use of learning mentors and inclusion practitioners.
- 3.10. Targeting pupils who require additional help to reach personal goals both academic and behaviourally.
- 3.11. To share information about PP pupils in a really meaningful way to ensure that staff the learners well.
- 3.12. To ensure the quality first teaching takes place in all classrooms through a rigorous appraisal system in which all staff should show a good understanding of how to target the pupil premium pupils. .
- 3.13. To conduct INSET to share understanding and knowledge.
- 3.14. To allow staff to have time to collate evidence to show the actual impact of interventions and classroom strategies.

#### **4.0. Reporting**

- 4.1. The School will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes, enhancing the pupil's wider development as well as cost effectiveness for the school.
- 4.2. 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.
- 4.3. Information regarding Pupil Premium spending will be published on the school's website (see Appendix 1).
- 4.4. This information will lead the thinking in the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.
- 4.5. A whole school action plan will be created and shared with all staff, this will also be used in conjunction with the school development plan.

### **Appendix 1 - Pupil Premium Report published on the School Website**