



## **OVERLEIGH ST MARY'S C OF E. PRIMARY SCHOOL POLICY FOR PUPIL PREMIUM**

This policy aims to promote an effective use of the pupil premium grant. We regard all pupils as unique and aim to ensure that they receive challenge and support to meet their needs, from those with a Special Educational Need or Disability (SEND) to those that are highly gifted.

### **Background and legal context**

Research has shown that material deprivation can influence educational outcomes by reducing the educational resources that families can provide by adversity affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health, family stress, low levels of parental education and parental involvement in their children's education, low levels of cultural and social capital and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through pupil premium was introduced by the government in April 2011 in order to help schools close the gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount is allocated to schools for each pupil registered for FSM\* at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the pupil premium as they see fit'. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract pupil premium

\*This is a means-tested allowance and is different to the government initiative to provide all pupils in Reception and Key Stage 1 with a funded lunch.

## **Principles**

At Overleigh, our expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability. We know that not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify (or are registered for) for FSM. We therefore focus on the needs and levels of progress of all pupils.

All our teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into our teaching.

The use of pupil premium funding will be allocated to activities which are most likely to have an impact on achievement.

Also, as we aim to ensure that support will not socially isolate pupils, it is likely that all children at Overleigh will benefit from the pupil premium funding in some way.

## **Roles and responsibilities**

### **Governing Body**

The governing body will approve the overall strategy for deploying pupil premium funding prepared by staff in school.

The governing body will hold school staff to account for implementing the school's strategy and for evaluating the impact on the achievement of targeted pupils.

The chair of the Finance Committee and the Children's committee will ensure that the pupil premium grant is used to support eligible pupils.

The chair of the Children's committee and the chair of the Achievement and Standards committees will monitor the evaluation of the increased support on the achievement of targeted pupils.

### **Head teacher (HT) and Pupil Premium Coordinator (PPC)**

At Overleigh St Mary's the head teacher takes overall responsibility for leading the pupil premium strategy. With the support of the PPC and the teaching staff, the HT will:

- use data to produce targets which aim to reduce the gap between pupil premium pupils and their peers.
- produce termly reports for governors showing the progress made by pupil premium pupils.
- study work and make observations of targeted pupils.
- evaluate the impact of the way in which the pupil premium grant is used.

### **All staff**

All staff are expected to have an in-depth knowledge of the pupils they teach especially pupils with SEND and those who qualify for the pupil premium grant. They will establish where support could best challenge and support their pupil premium pupils and record this. We accept that some use of the grant may be on things which help pupils feel included in school and positive about themselves as we believe that high self-esteem is directly linked to achievement. This may include paying for some school uniform.

Class teachers are responsible for the progress made by their pupils and should be fully involved in deciding how the pupil premium grant for their pupils is spent. *We are currently using money from the Pupil Premium fund to pay for an additional teaching-assistant which allows staff to deliver additional support for our pupil premium children. We also use the money to fund after-school clubs, for educational visits and to pay for specialists to deliver art, science and literacy workshops including using working artists and authors.*

### **Evaluating impact**

Staff at Overleigh St Mary's aim to accelerate the progress made by all pupil premium pupils, including those that are high achievers. We aim to reduce the gap between SEND or lower achieving pupils and their peers. Through accelerated progress, we aim to increase confidence, aspirations and involvement.

The Head Teacher, Pupil Premium Coordinator and class teachers will evaluate that impact of support through the scrutiny of work and observations and evaluate the impact of pupil premium spending through the analysis of data, usually in Pupil Progress Meetings.

Staff will analyse the impact of pupil premium funding on children in their classes. considering the value of both educational support and other provision given.

Discussions or surveys done with pupils will provide evidence of whether there is increased confidence, greater aspirations and more involvement in learning at the end of each year.

All information will be used to gauge which support had the greatest impact on pupil progress. This in turn will help staff to decide how the grant is best used in the future.

**Written: May 2017**

**Rebecca Adams** (Pupil Premium Coordinator)

**Approved by the Full Governing Body:**

**Review Date:**

**Signed:**

**Chair of Governors:**