



Ash C E V C Primary School, Main Street, Ash Martock

Somerset TA12 6NS Telephone: 01935 822674 Fax: 01935 823395

HEADTEACHER: NICOLA ROBERTS

Pupil Premium Grant Policy

Co-ordinator – Nicola Roberts

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Ash CEVC Primary School Pupil Premium Grant Policy

At Ash CEVC Primary School we offer a broad range of opportunities to our children. We have high aspirations and ambitions for them and believe that everyone should have the chance to realise their full potential. Background and financial limitations should be no restriction to achievement rather passion and thirst for knowledge, along with dedication and commitment to learning should be the main determiners of success.

What is Pupil Premium Grant funding?

The Pupil Premium Grant is additional funding which is allocated to schools to support children who have been identified as falling into one of the following categories:

- They have been identified as eligible for Free School meals (FSM) at any point over the last six years (known as Ever 6 FSM).
- Looked after children (LAC) that is children in foster care, children's homes or in the process of adoption.
- Children of service personnel.
- Other categories where we may receive extra funding are for EAL children (who do not have English as their first language) and Traveller children

These are used as indicators of deprivation by the government and extra funding is allocated per child as shown below:

FSM = 2013 -2014 = £953	2014 -2015 = £1,300	2015 – 2016 = £1,320
LAC = 2013 -2014 =£1,065	2014 -2015 = £1,900	2015 – 2016 = £1,900
Services= 2013 -2014 = £300	2014 -2015 = £300	2015 – 2016 = £300
EAL = 2013 -2014 = £350 + £175	2014 – 2015 = £350 + £525	2015 – 2016 = £175
Traveller Children	2014 – 2015 = £330 per term	2015 – 2016 = £0.00

Research has shown that deprivation is a key indicator of lower attainment. The pupil premium funding is aimed at addressing any inequalities which may exist between children from disadvantaged backgrounds and their peers.

The Pupil Premium grant funding awarded to our school since the beginning is as follows:

2011-12	2012-13	2013-14	2014-15	2015-16
£5,992	£10,099	£11,700	£21,035	£21,495

The growth in funding recognises increased amounts allocated and also the increase in numbers of pupils eligible.

Targeting funding

The Pupil Premium grant funding is targeted to raise attainment. The aim is to identify barriers to learning and to work to overcome them. These barriers will be different for individual children so the children's distinct needs are uppermost when support is considered. To maximise the impact of the pupil premium spending, attitudes and beliefs are important. We believe that all children can achieve and that there are no excuses for underperformance. High expectations are important if children are to achieve their potential. The approach is one of identifying the barriers to learning success, devising and delivering solutions to overcome them then evaluating their impact. Following this process changes are made as necessary. Research, such as the Sutton Trust Toolkit has supported the strategies selected to be most effective.

Identification of Pupils

- All staff are aware of the pupil premium and vulnerable children in the school.
- Both teaching staff and support staff are involved in the analysis of data and identification of pupils, through attendance at the Pupil Progress meetings, so that they are aware of their strengths and weaknesses
- All pupil premium children benefit from the funding, not just those who are underperforming.
- Children's individual needs are considered carefully in order to target support.

Strategies

We recognise that the most effective strategy to achieve high attainment for all children is through high quality teaching and learning. To support this we have the following in place:

- Member of the Somerset RAP entitled 'Narrowing the Gaps' which is examining how we can improve the performance of children, especially pupil premium children.
- CPD for all teachers to achieve at least good and more consistently outstanding teaching
- Regular monitoring of the quality of teaching
- Performance management for teachers and support staff to ensure appropriate targets are set to improve skills and ability to produce high quality teaching and support for children.
- High quality interventions to assist pupils who need additional support.
- Teachers and support staff work closely to be aware of the key objectives of lessons and interventions.
- Feedback from any intervention is recorded and related to the teacher to monitor it and support evaluation
- Additional support is effective through examining the individual needs of each child and identifying their barriers to learning.
- Tailoring interventions to the needs of the child (e.g.1:1 sessions outside of school delivered by the Year 6 Class teacher)
- Use of intervention programmes which have been tried and tested (e.g. Ili, SAIL)
- Regular reviews of any intervention programmes to ensure that they are working and contributing towards improving attainment
- Matching the skills of the support staff to the interventions provided.
- Closely working with the SENCO and her HLTA support when necessary
- Working with other agencies to bring in additional expertise as needed.
- Recognising and building on children's strengths to further boost confidence.
- Forging good links with home so that extra support for families can be identified and given as needed e.g. through the involvement of the PFSA, regular meetings with parents, homework club.

- Ensuring parents are helped to support their children and opportunities are offered to support parents themselves in times of need e.g. advice and links with local groups e.g. Martock Job Club

Maximising learning time

We maximise the time children have to improve attainment through the following:

- Close tracking of attendance and punctuality at school.
- The provision of high quality earlier intervention in EYFS and KS1 (including the use of an LSA, who is a qualified teacher, to deliver this work)
- The opportunity for children to participate in a range of extra-curricular activities to support the growth of confidence and skills.

Monitoring and Evaluation

To ensure that the money is spent to best effect we recognise the importance of monitoring and evaluating regularly through the following:

- Using a wide range of data – achievement data, pupils’ work, observations, learning walks, case studies and feedback from staff, parents and pupils
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Teaching staff and support staff attend and contribute to pupil progress meetings each term where the identification of children is reviewed
- Feedback about performance is given to children and parents on a regular basis
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions e.g. nurture groups on behaviour and social interaction
- The Headteacher maintains an overview of pupil premium spending supported by the School Finance Officer
- A governor has responsibility for pupil premium

Reporting

Information about the use of our Pupil Premium Grant funding can be found on the school website.

When reporting about pupil premium funding we include:

- objectives for the year with reasons for decision making, analysis of data and use of research
- nature of support and allocation considering learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum and families and community
- an overview of spending will be available with the total PPG (pupil premium grant) received, total PPG spent
- a summary of the impact of PPG on the performance of disadvantaged pupils (compared to non-pupil premium children) and the implications for pupil premium spending the following year
- The Governing Body consider the information provided and ensures that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium.
- Reporting is carried out in line with the requirements published by the Department for Education.

This policy is reviewed annually. The date for the next review is Autumn 2016.