

Emmanuel Church of England School

PUPIL PREMIUM POLICY

At Emmanuel school broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

“Always treat others as you would like them to treat you.” Matthew 7:12

Aims

At Emmanuel, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Every child with his/her individual needs is a unique gift from God. All members of staff and governors are fully committed to meeting each child's pastoral, social and academic needs within a caring Christian environment. We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

Pupil Premium Funding (PPF) is a government initiative that targets extra funding at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At Emmanuel we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

The active involvement of Governors

Governors will be committed to ensuring that every pupil irrespective of their starting point or background achieves their full potential. Governors will be fully involved in deciding on the way in which the Pupil Premium funding will be best allocated to close the gaps in attainment between pupil premium pupils (PPP's) and non-pupil premium pupils. They will ask challenging questions about how effective each action funded by PPF has raised standards of attainment and progress. Governors will also report to parents and carers on what PPF is being spent on and how well this is working.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Identification of pupils

We will ensure that:

- All teaching staff and support staff are involved in the identification of pupil premium and vulnerable children
- All teaching staff and school governors are involved in the analysis of data

Analysing Data

We will ensure that:

- All staff are involved in the analysis of school data so that they are fully aware of strengths and weaknesses across the school

- We use research (Such as the Sutton Trust Toolkit and Education Endowment Fund) to support us in determining the strategies that will be most effective in closing the gap and raising the attainment and progress of our children

Ongoing improvement of teaching and learning

We will ensure that:

- All children receive daily access to good teaching and increase the percentages of outstanding lessons across the school
- We set high expectations of all our children
- We continue to improve assessment through levelling, cross phase moderation in school and INSET with other primary schools in the borough of Camden
- Teachers use analysis of class data to plan specifically for the strengths and weaknesses of their children to ensure optimum progress and attainment
- We continue to share good practise through modelled lessons, INSET, external training providers and provide high quality CPD for all teaching and support staff

Provision and Individualised Support

We will ensure that provision is made that:

- Facilitates each pupil's access to education and the curriculum
- Looking at the individual needs of each child and identifying their barriers to learning
- Tailoring interventions to the specific learning needs of that child
- In particular provides small group work and 1: 1 teaching with our Achievement Teacher focused on overcoming barriers and gaps in pupil's learning and accelerating progress and attainment
- Provide earlier interventions at KS1 and EYFS to identify barriers to learning
- Match the skills of support staff to the interventions they provide
- Ensures teaching and support staff have regular opportunities to communicate regularly about their children and evaluate progress
- Alternative support, intervention and expertise from outside agencies is accessed and fully utilised
- Support the funding of enrichment opportunities and educational visits to enhance pupil's learning opportunities outside the classroom
- Continues to improve attendance and punctuality to maximise learning time
- Providing support for parents and carers to support their children's learning within the curriculum e.g. Maths, Phonics and Reading workshops in school

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used such as, school and national performance data, pupil's work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collated half termly so the impact of interventions can be monitored
- Teaching staff and support staff attend and contribute to pupil progress each term and the identification of children is reviewed
- Interventions are adapted and changed if they are not working
- Case studies are used to evaluate the impact of individualised interventions, small group and pastoral support led by support staff and the Achievement Teacher
- The Achievement Teachers is responsible for regularly reviewing and monitoring the progress and attainment of pupil premium children

- The Headteacher and school governors maintain an overview of pupil premium spending
- A school governor is given responsibility for pupil premium

Reporting about Pupil Premium

When reporting about pupil premium we will ensure that we include:

- Information about the context Emmanuel school
- Analysis of Emmanuel school and national performance data
- Analysis of pupil premium pupils compared to non-pupil premium pupils at Emmanuel and nationally
- Reasons for decision making such as the type of support provided and why
- An overview of spending: total pupil premium funding received, spent and remaining
- A summary of the impact of pupil premium funding
- Implications of pupil premium spending the following year
- School objectives for the year ahead
- Other evidence of impact e.g. Ofsted

Success Criteria

The success criteria for Emmanuel Pupil Premium Policy are:

- That the progress of pupil premium pupils exceeds the national average
- That the attainment of pupil premium pupils exceeds the national average

Policy reviewed November 2015

Agreed review schedule 3 yearly

Next review due November 2018

Reviewed by (signature)

Rob Marshall, Chair of FAP

Kathryn Fitzsimmons, Head Teacher

Date 25/11/15