

Quinton Primary School

Pupil Premium Policy

Other policies linked to this Policy:

Inclusion Policy
Equalities Policy
Mission Statement

At Quinton Primary School we are committed to offering our pupils the highest possible quality of education. We want our children to:

- develop imagination and creativity
- acquire skills and abilities
- have a love of learning and become independent learners.

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, succeed and become responsible and well mannered members of our community.

Principles

Every child with his/her individual needs and gifts is unique and special. All members of staff, governors and teaching assistants accept responsibility for, 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The pupil premium is a new Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed money to schools, based on the number of pupils registered for Free School meals over the last six years. At Quinton Primary School we will be using the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

Provision

In order to meet the above requirements, the Governing Body of Quinton Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority will be focussed on 'narrowing the gap' for those pupils not on track to achieve ARE in KS1 and at the end of Key Stage 2. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half-termly targets and pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The Range of Provision

- Facilitating pupils' access to education
- Facilitating pupils access to the curriculum
- Additional teaching and learning opportunities
- Educational trips and visits
- Specialist coaching and extra-curricular clubs

The SENCO, in conjunction with the Headteacher, will maintain an ongoing provision map of support for socially disadvantaged pupils, including the new SENCO nationally recognised training programme and award. The school is also developing the range of expertise for more precise intervention, by:

- funding a TA to complete the BDA dyslexia course, to allow more precise diagnoses and provision;
- training and putting specialist TA's in place for Handwriting, Maths, EAL to work with either individuals or small groups of children who have been identified by teachers;
- delivering phonics skill sessions across the whole school.
- delivering Literacy sessions (punctuation and grammar skills/knowledge) across the whole school;
- delivering Mathematics sessions (mental maths) 3 times a week across the whole school;
- appointing a specialist maths teacher to support both staff and children (2 mornings a week);
- appointing extra TA's for the above intervention.

Ensuring that all pupils are making progress in the key skills (whole staff training to move from good to outstanding) needed to succeed at the Quinton School and ensure they are properly prepared for the next stage of their education, particularly:

- Reading
- Writing (including spelling)
- Use of number

The school will intervene to support pupils who fall behind in these core skills. This will be done through interventions such as:

- Small group interventions
- One-to-one tuition

Reporting

It will be the responsibility of the SENCO, to produce a report for the Governor's on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Governing body to ensure and outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the school's Governors on a termly basis. The Governing Body will consider the information provided in the light of the data relating to the progress of the school's socially disadvantaged pupils.

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 the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.