



Pikes Lane Primary School Pupil Premium Statement of Practice

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Policy Leader: L McArdle

Linked Governor Sub Committee: Standard's Committee

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Pupil Premium Statement of Practice

Overarching Principles

How do we define disadvantaged pupils?

- At Pikes Lane Primary School, all members of staff and governors are fully committed to meeting the needs of all children including Pupil Premium children and ensuring their pastoral, social and academic needs are exceptionally well catered for.
- All children, including Pupil Premium Children are valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

Background to the Pupil premium

Introduced in April 2011, the Pupil Premium is a government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The pupil premium is provided in order to support these pupils in reaching their potential by accelerating their progress. The government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. The service premium is designed to address the emotional and social well-being of these pupils.

Overall Objectives:

- Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement for these pupils.
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
- The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.



At Pikes Lane Primary we believe that three Key Strands must underpin the effective use of the Pupil Premium. These are:

- **Core Skills**
- **Enriching Experiences**
- **Home/School Partnership – removing barriers to learning**

How we will ensure effective use of the Pupil Premium?

- The Head teacher in consultation with the governors and staff will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the school has legitimately identified as being socially disadvantaged.
- The school will assess what additional provision should be made for the individual pupils.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium.
- The Head teacher will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor evaluate and review the success of the impact of the pupil premium funding.

Provision

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Targeted provision including creating smaller classes to accelerate the learning of Pupil Premium Children

- Providing small group or 1:1 intervention/support to focus on overcoming barriers to learning.
- Buying in Speech and Language Support to assist Pupil Premium Children in the Early Years to make accelerated progress
- Facilitating pupils ' access to education and the curriculum through additional or specialist resources
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies.
- Specific targeted support through the work of the Extended Services/Pupil Welfare Manager/Learning Mentors to reduce/eliminate barriers to learning through raising attendance and involving parents and families
- Supporting parents of Pupil Premium children to ensure that children are safe, well cared for and able to attend school
- Providing opportunities for Pupil Premium children to access the arts and to raise self-esteem through the creative arts
- Specific work with Behaviour Support to proactively ensure that children who may experience behaviour difficulties are supported to manage their behaviour positively
- 1-1 family ipad project

Reporting outcomes

It will be the responsibility of the Head teacher to produce a report for the Governing Body that will include:

- The progress made towards closing the gap for disadvantaged pupils.
- An outline of the provision made since the last report and an evaluation of its impact , in terms of the progress made by the pupils receiving a particular provision
- The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used and the impact this has had on their achievement (this will be published through the school's website).