St. Edwards RC Primary School

Pupil Premium Funding Policy 2018

Aim statement

St Edward's RC Primary School is a voluntary aided school. All Staff and
governors aim to make the school a place where Christian love and commitment are expressed in everyday life.

We aim therefore to provide a happy, caring, safe and stimulating school where everyone is valued and there is a high level of expectation in all aspects of school life.

All children will have access to the EYFS, the National Curriculum, R.E. and the broader
curriculum through a wide range of educational opportunities, enabling them to reach their full potential.

We will encourage partnerships with parents, governors, the church and the local community.

Through these aims we hope that children will become active, healthy and responsible members of society.

1. Introduction

The Staff and Governors of St. Edward's RC Primary School are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We 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 needing additional support to achieve improved outcomes in learning and/or well-being.

2. Provision

St. Edward's RC Primary School is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best.

3. Rationale for decisions about provision

The rationale for resource deployment is decided by the school. These are:

• Effectiveness and impact so that progress and achievement is maximised for every pupil
• Flexibility

- Fitness for purpose
- Value for money acknowledging appropriate accountability
- Equity
- Inclusivity

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'. Such decisions will be at the Head Teacher's discretion.

The school's leadership team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment.

When considering the deployment and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

- facilitating pupils' access to education
- facilitating pupils' access to the school's curriculum
- support in addition to the provision made in the classroom
- e.g. specific programmes or targeted interventions
- additional opportunities to enhance or complement the school
- offer e.g. after school clubs, holiday clubs etc.
- alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree this following discussion and advice from colleagues and other relevant sources.

4. Monitoring and Evaluating Provision

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through year group attainment and progress meetings or through the twice yearly Additional Needs Reviews. In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, parents and other professionals who may be involved;
- examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The governors' will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

5. Reporting and Accountability

It will be the responsibility of the Head Teacher, or a delegated member of staff, to produce a yearly report for the Governors on:
- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- comparative data for all none socially disadvantaged pupils by year group
- an outline of the provision that was made during 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.

6. Review

This policy will be reviewed in the Summer Term every 3 years as part of the school's cycle. However, this can be sooner to reflect new information or changes as to what is required.