



BEVERLEY MINSTER
C.E. PRIMARY SCHOOL

Pupil Premium Policy

Pupil Premium Co-ordinator: Nadine Rhodes
Pupil Premium Governor: Richard Grantham
Date: January 2017
Next review: January 2018

Beverley Minster CE Primary Policy for Pupil Premium.

We believe this policy relates to the following legislation:

- Adoption and Children Act 2002
- Education Act 2002
- Equality Act 2010

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Pupil Premium 2014 to 2015; conditions of grant (DfE)
- ASPIRE, To raise attainment of disadvantaged pupils (Eastriding of Yorkshire Council)

We are aware that the Pupil Premium, which is aimed at children from Reception to Year 11 pupils, is additional funding given to schools in order to address the inequalities between those children eligible for free school meals and their peers. It is our duty to use the Pupil Premium effectively in order to raise achievement and narrow the gap between those children from low income families, looked after children, children whose parents are serving in the armed forces and their peers.

Disadvantaged Pupils	Pupil Premium per Pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,320
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900
Service Children	
Service Children (Ever 6)	£300

It is our intention to disaggregate the Pupil Premium funding from the main school budget and to target the groups of pupils that it is intended for. Also, the funding will be spent on strategies considered to be the most effective on raising achievement.

We understand that we will be held accountable on how we use the Pupil Premium and that the achievements must be quantifiable. This will be done by using the school's performance tables to compare the achievement of Pupil Premium pupils with their peers.

By using the school's new data tracking system and by regular teacher assessments in class, we can identify the strengths and weaknesses of individual pupils and groups and then provide the relevant support that is necessary in order to accelerate pupil progress.

Every year we will publish online details on our Pupil Premium Strategy along with an evaluation of its impact from the previous year.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To raise achievement and narrow the gap between those children eligible for free school meals and their peers.
- To create a whole-school culture that demands success, where aiming high is actively encouraged and high levels of achievement are the expectation for all.
- Reward and applaud success of all kinds.
- Through quality first teaching, set high standards for all students, breaking down the barriers that financial inequality creates.
- Ensure that high aspirations are the expectation for all.
- Ensure that disadvantage has a high profile within the school.
- To identify the strengths and weaknesses of individual pupils and groups by the effective use of pupil performance data.
- To provide relevant support that is necessary in order to accelerate pupil progress.
- To ensure compliance with all relevant legislation connected to this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body will:

- ensure the Pupil Premium is used effectively in narrowing the gap between those children eligible for free school meals and their peers;
- appoint a member of staff to be responsible for Pupil Premium;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- ensure the school complies with all equalities legislation;
- ensure funding is in place to support this policy;
- ensure this policy and all policies are maintained and updated regularly;
- make effective use of relevant research and information to improve this policy;
- ensure all policies are made available to parents;
- nominate a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- ensure the effective implementation, monitoring and evaluation of this policy;
- Publish an annual statement to parents on the effectiveness of the Pupil Premium funding addressing the question of narrowing the gap for socially disadvantaged pupils.

Role of the Headteacher and Senior Leadership Team

The Headteacher and the Senior Leadership Team will:

- have high expectations of all pupils and adults within the school community.
- improve the outcomes of pupil premium students by ensuring high quality teaching and learning.
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- provide strong leadership and have high expectations to raise achievement;
- use data effectively to identify children who are underachieving;
- put in to place effective strategies and interventions such as:
 - additional teaching and support staff
 - one-to-one support
 - small group work
 - specialised curriculum tuition
 - specialised IT software
 - Extra-curricular sessions outside school hours
 - educational visits
 - parent engagement programmes
- evaluate the impact of these strategies and interventions;
- annually report to parents under the following headings:

- A description of the Pupil Premium
 - The total amount allocated for the current academic year
 - How the money will be spent
 - Statement comparing the effect of the expenditure with the attainment of those pupils eligible for the Pupil Premium
- ensure that the Pupil Premium Grant is a prominent element of the school development plan;
 - work closely with the link governor and coordinator;
 - provide leadership and vision in respect of equality;
 - make effective use of relevant research and information to improve this policy;
 - provide guidance, support and training to all staff;
 - monitor the effectiveness of this policy by:
 - monitoring learning and teaching through observing lessons
 - monitoring planning and assessment
 - speaking with pupils, school personnel, parents and governors
 - involve governors in closely monitoring progress.
 - provide reports to the Governing Body outlining:
 - what progress that has been made towards narrowing the gap for socially disadvantaged pupils
 - the provision that has been used since the last report
 - a pupil progress cost effectiveness evaluation

Role of the Coordinator

The coordinator will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher and the nominated governor;
- be responsible for the analysis and use of performance data across the school;
- be responsible for managing and ensuring the collection and input of all data relevant to standards across the school;
- interpret national, local and school performance data effectively to monitor standards of achievement across the school;
- use performance data to evaluate pupils' progress and, with appropriate colleagues, set targets for improvement for groups of children;
- use performance data to identify areas of strengths/weaknesses in teaching and with the Headteacher, take steps to address any weaknesses identified;
- monitor the provision for, and standards of attainment in, core subjects throughout the school, and take steps to address any weaknesses identified in core subject provision;
- ensure all teachers update pupil data in the pupil tracking system at the end of every half term or every term;
- provide training, guidance and support to staff on the use of assessment data and have the relevant knowledge and skills to make good use of assessment data;
- report to the Senior Leadership Team and Governors as required and advise where appropriate;
- carry any other duties as directed by the Headteacher as may from time to time be agreed in accordance with the nature of the job as described above;
- make effective use of relevant research and information to improve this policy;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy.

Role of the Nominated Governor

The Nominated Governor will:

- work closely with the Headteacher and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

- attend training related to this policy;
- report to the Governing Body every term;
- annually report to the Governing Body on the success and development of this policy.

Role of School Personnel

School personnel will:

- engage with parents through regular feedback (e.g. meetings, school website, 'Marvellous Me' etc.)
- through quality first teaching, ensure that progress is closely monitored;
- comply with all aspects of this policy;
- use pupil data effectively;
- use support staff effectively;
- put into place a number of strategies and interventions;
- be aware of all other linked policies;
- maintain high standards of ethics and behaviour within and outside school and not to undermine fundamental British values;
- work in partnership with parents and carers keeping them up to date with their child's progress and behaviour at school;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - class assemblies
 - school concerts
 - fundraising and social events
- be encouraged to work in school as volunteers;
- be asked to take part in periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays in term time and authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:
 - All aspects of this policy
 - School Improvement
 - School Effectiveness
 - Use of Data
 - Target Setting
 - Reducing the Impact of Poverty and Disadvantage on Pupil Attainment
 - Emotional Health & Wellbeing of Children & Young People
 - Equal opportunities
 - Inclusion
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school. (See Initial Equality Impact Assessment)

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.