

1/9/2019

MILTON  
ABBOT  
SCHOOL

## PUPIL PREMIUM POLICY: MAKING A DIFFERENCE



Every Child Achieving: inspire, believe, succeed

## Milton Abbot School Policy for Pupil Premium September 2019

*'Schools should be engines of social mobility. They should provide the knowledge, and the tools, to enable talented young people to overcome accidents of birth and an inheritance of disadvantage in order to enjoy greater opportunities' (Michael Gove)*

### Introduction

All schools receive a grant based on the number of pupils in receipt of free school meals (FSM), children in care and children whose parents are in the services. This pupil premium (PP) funding is designed to narrow the gap between the attainment of pupils in receipt of pupil premium funding and other pupils in the school. Schools are free to use this money in any way they wish, but the aims must be clear - to raise standards for more disadvantaged children. We have based our spending on strategies that will benefit the individual children. Information on how Milton Abbot School intends to do this is contained in the documents below.

The purpose of this policy is to provide information for the spending of our pupil premium allocation. We aim to ensure that every child leaves Milton Abbot School excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils, responding rapidly with teacher training where the need is identified.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We 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. Pupil premium funding will be allocated following a needs analysis which will identify priority individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at any one given moment in time.



## Disadvantaged Pupils: Our vision for making a difference, our determination to see every child achieving

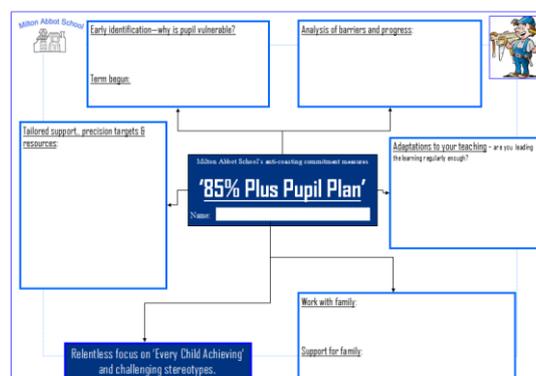
There are a number of key terms used by the Government and are discussed in the media when talking about the Pupil Premium grant. Disadvantaged pupils are those children in receipt of free school meals (FSM) or have been in receipt of this in the past 6 years (referred to as 'Ever 6'). There are long-standing patterns in our society that recognises that generally, pupils from poorer families are most vulnerable to developing gaps in their learning which can persist and grow, hampering their future life chances and so a cycle of poverty continues. Our aim is to break this cycle by identifying any gaps and filling them rapidly. **We work hard to help every child achieve their potential and beyond, regardless of background or starting points.**

- We are deeply committed to ensuring our teaching is the best it can be, with a relentless focus on providing strong access to learning, rapidly investing in teacher development where a need is identified.
- We design learning that engages all, including any hard to reach boys, tailoring our teaching to focus on individual gaps to accelerate understanding.
- We believe in forging a strong alliance between home and school, opening our doors and minds to consider how we can make a difference together; involving the pupil in their learning is a key part of this, highlighted by our Pupil Mentor scheme and after-school booster classes.
- We want to develop the whole child, seeking to build emotional resilience in every child and raising levels of self-esteem through participation and achievement in a wide range of activities.
- We state clearly that we believe in every child, illustrated through our slogan: Inspire, believe, succeed.

### Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. The provision begins with an '85% plus' planning document that each class teacher uses by looking at key areas to consider when planning access to learning for vulnerable pupils, namely:

- Early identification – why is pupil vulnerable?
- Analysis of barriers and progress
- Adaptations to your teaching – are you leading the learning regularly enough?
- Work with family / support for family
- Tailored support, targets and resources



The provision has the full support of the Governing Body and includes:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support
- additional teaching and learning opportunities provided by teachers, TAs or external agencies
- additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists, sports coaches etc.
- additional resources made available for the use of children at home or in school
- Access to therapeutic interventions and advice – e.g. Thrive
- All our work through the pupil premium is aimed at accelerating progress so that 85% plus of pupils leave Milton Abbot School at or above the national average. We also aim for every child to make progress which is good or better.
- Pupil premium resources may also be used to target children on FSM to develop the social aspects of learning, including confidence building, friendship issues, etc.

### Reporting

It will be the responsibility of the Head teacher, or a delegated member of staff, to produce regular reports for the Teaching and Learning Committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- an outline of the provision that was made 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 Chair of the Teaching and Learning Committee and Head teacher to ensure that this information is made known to the full governing body.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and be published via the school website.

### Finance Committee

The Governors will formally challenge the impact of pupil premium expenditure at termly finance committee meetings, and should expect updates from the Headteacher at every Full; Governing Body meeting, as a standing item on the agenda.

### Appeal

Any appeals against this policy will be through the Governor's complaints procedure.

### Meet the team:

Pupil Premium Champions: Mr. Christopher Luxford, Headteacher and Inclusion Leader

Pupil Premium Governor: Mr Miles Smith, as part of the Safeguarding and Inclusion team

### Policy cycle:

This policy is reviewed annually by the teaching and learning committee and amended accordingly.

