



# Pupil Premium Policy



Urbis Academy Trust  
Esse Optimus Qui Possum

## *Working together in the pursuit of excellence for all*

Updated November 2018

Due for review November 2019

Mayville Primary School offers a positive, safe learning environment for its community, where everyone has equal yet individual recognition and respect. We celebrate success, and are committed to the continuous improvement and fulfilment of potential of every single child.

We encourage increasing independence and self-discipline amongst the pupils, and communicate that the development of positive behaviour and attitudes is everyone's responsibility.

### **Background**

The Pupil Premium Grant is part of a government initiative providing additional funds for pupils from disadvantaged backgrounds, as research shows that this group generally makes comparatively less academic progress. Therefore, the purpose of this premium is to support disadvantaged children so that they can reach their potential.

The indicator of disadvantage that the government uses is entitlement to free school meals at any point within the last six years (Ever6 FSM). Looked after children, those who were formerly looked after and children whose families are or were in the services at some point in the last six years are also entitled to a premium. The government provides a fixed amount of money for schools per pupil classified as 'disadvantaged'. This cohort, alongside other vulnerable groups, will be targeted for interventions to ensure that differences in performance are diminished.

### **Principles**

The targeted and strategic use of pupil premium will support us in achieving our vision.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including making sure that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Similarly, we also recognise that not all pupils who are socially disadvantaged meet the Ever6 FSM indicator. Thus 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. However, at least 70% of any intervention group will be made up of Ever6 FSM children.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children identified as Ever6 FSM will be receiving interventions at any one time.

## **Provision**

The range of provision the governors may consider arranging for this group will depend on each child's needs, situation, current academic performance and progress. Provisions may include:

- targeted differentiation in class
- a place at Saturday School
- a place at a holiday camp
- enrichment activities
- 1:1 in class
- 1:1 for 10 minutes on a regular basis out of class
- small groups in class
- small groups in booster sessions outside of lesson times
- personalisation in class
- additional or personalised homework
- each-1-teach-1
- arranging for the child to become a UFA peer mentor or mentee
- additional learning opportunities like playing an additional musical instrument and LAMDA (public speaking)
- 1:1 or group work with a mentor
- a referral to a bought-in service provided by an external agency

All of our work through the pupil premium will be aimed at accelerating progress to ensure that children reach at least age-related expectations, and for the more-able disadvantaged children, that they reach greater depth or higher standard levels of performance. Initially communication, literacy and numeracy will be the primary focus. It should be noted that pupil premium provision will be in addition to that arranged for children identified as having a special educational needs.

## **Monitoring and Evaluation**

From the outset, teachers and LSAs are aware of the children that qualify for pupil premium in their class, and know that they are a target group. The attainment and progress of disadvantaged children is monitored using the following methods:

- half-termly summative assessments;
- half-termly and termly teacher assessments;
- close moderation of assessments;
- scrutinisation of pupils' work;
- observations and learning walks;
- case studies, and staff, parent and pupil voice;

- evaluation of VGAP every half-term;
- pupil progress meetings each half-term;
- regular feedback about performance for children and parents;
- Interventions tracked, evaluated and adapted or changed if they are not working;
- a designated member of the SLT maintains an overview of pupil premium spending;
- a governor is given responsibility for pupil premium.

## **Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors' curriculum sub-committee on the progress made towards diminishing the difference between disadvantaged and other children and on how disadvantaged pupils are performing in different year groups. The following will be presented to the governing body:

- an outline of the provision that has been 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 Chairperson of the curriculum sub-committee 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 Grant has been used to address the issue of 'diminishing the difference' between disadvantaged and other children. This task will be carried out within the requirements published by the Department for Education.