

# Dame Ellen Pinsent School Pupil Premium Policy



*Where children develop independence and confidence; learning through curiosity, play and enquiring*

Last Review	September 2020	D Fountain
Current Review	September 2020	D Cater
Ratified by Governors	September 2020	
To be Reviewed	September 2022	D Cater

## **Legal frameworks linked to this policy:**

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'
- ESFA (2020) 'Pupil premium: conditions of grant 2020 to 2021'
- Ministry of Defence (MoD) (2020) 'The Service Pupil Premium: what you need to know'

## **Principles**

- 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 and disadvantaged 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 will use Pupil Premium funding to make a difference to the learning and progress of our vulnerable and disadvantaged pupils
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Provision

We focus on approaches that:

- Are individually tailored to the strengths and needs of each pupil.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Raise aspirations through access to high-quality educational experiences.

We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally intelligent approach to the setting of clear behaviour boundaries.
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement.
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and makes success matter to them.
- A child-centred approach to assessment for learning.

The range of provision the Governors may consider making for this group could include, but not limited to:

- Reducing class sizes; adult to pupil ratios, thus improving opportunities for effective Assessment for Learning and accelerated progress.
- Providing small group work with an experienced TA/HLTA focussed on overcoming gaps in learning (IEP work).
- 1:1 support for music or music therapy.
- 1:1 support for speech therapy.
- Small group work for speech therapy.

- Commando Joe's a program to build resilience in children.
- Additional teaching and learning opportunities provided through learning mentors, trained TA's or external agencies (sports coach, Malachi Trust)
- Residentials
- All our work through the pupil premium will be aimed at accelerating progress.
- Pupil premium resources may also be used to target able children on FSM to achieve their potential.

## **Reporting**

It will be the responsibility of the Head Teacher to produce regular reports for the Governors Personnel & Finance Committee and updates for the Full Governing Body on:

- The progress made by year group, for socially disadvantaged pupils and those who are Looked After.
- 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 extra provision.
- It will be the responsibility of the Chair Person of the Personnel & Finance Committee and Head Teacher to make sure 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 (TBC). This will also be put onto the school web-site.

## **Appeal**

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