

RIPLEY ST THOMAS

A CHURCH OF ENGLAND ACADEMY



Pupil Premium Policy

Originator	M Salthouse
Reviewed	May 2016
Next Review Date	May 2018

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Context

The school receives additional funding in the form of Pupil Premium for children entitled to free school meals in the last 6 years, children in care and children of parents in the armed forces. Pupils recently adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order will also be eligible for additional funding.

The amount of funding available, the school's aims in spending the funding, policy and procedures for ensuring these aims are met and reporting measures are all provided in this Pupil Premium Policy.

Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

1. Pupil Premium Grant

The Pupil Premium Grant that is available for the academic year is as follows:

Disadvantaged pupil	Pupil Premium per pupil
Pupils in Year 7 to Year 11 entitled to free school meals in the previous six years (Ever 6 FSM).	£935
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
Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence (Service Children).	£300

2. Our Objectives

- 2.1 Provide additional educational support to raise the achievement (attainment and progress) of pupils in receipt of Pupil Premium.
- 2.2 Narrow the gap between the educational achievement of these pupils and their peers.
- 2.3 Address underlying inequalities, as far as possible, between these pupils and others.

3. Success criteria

- 3.1 The attainment and progress of disadvantaged pupils at least match or are rapidly approaching¹ those of other pupils nationally and in the school.
- The progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for **non-disadvantaged** pupils.
 - Reducing in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of the **other pupils in the school**.
 - From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are similar to, or are rapidly approaching, those for other pupils nationally and in the school.
- 3.2 Pupils make substantial and sustained progress **throughout all year groups across many subjects**, including English and mathematics.
- 3.3 Reducing the difference between the average points scores/average grade in GCSE English and mathematics for disadvantaged pupils and their peers.
- 3.4 Reducing any gaps between disadvantaged pupils and their peers in terms of reading by the end of Y8. (excerpt from Academy Literacy Policy)
- 3.5 Reducing any gaps between the attendance of disadvantaged pupils and their peers across year groups.
- 3.6 All disadvantaged pupils to be in education, employment or training post-16 and post-18.

4. Underpinning principles

- 4.1 Provision is based on assessment and identification of individual needs for each pupil in receipt of Pupil Premium.
- 4.2 Ensuring that all disadvantaged pupils benefit from the funding, not just those who are underperforming.
- 4.3 Underachievement at all levels is targeted (not just lower attaining pupils).
- 4.4 Provision will draw on research evidence so that funding is allocated to the activities that are most likely to have an impact on improving achievement.
- 4.5 The Academy will take a long term view, trying to stop achievement gaps from widening long before the end of a key stage.

¹ Where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.

5. Key Strategies

- 5.1 Assigning a Senior Leader to champion the educational needs of disadvantaged pupils and ensure the implementation of this policy.
- 5.2 Ensuring that teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- 5.3 Ensuring that **all** children across the school receive good teaching.
- 5.4 Maximizing the time children have to “catch up” through improving attendance and punctuality, providing earlier intervention (in literacy and numeracy), extending learning out of school hours (e.g. breakfast club, homework club).
- 5.5 Using achievement data frequently to check whether interventions or techniques are working and making adjustments accordingly, rather than just using the data retrospectively to see if something has worked.
- 5.6 Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil’s learning.
- 5.7 Working in partnership with the parents of pupils to ensure their success.

6. Reporting

- 6.1 The Academy will monitor, evaluate and review the success of the impact of Pupil Premium Funding in terms of improving educational outcomes and cost effectiveness.
- 6.2 The Principal will report annually to the governing body on how effective Pupil Premium spending has been and what impact has been made.
- 6.3 Information regarding Pupil Premium spending will be published on the school’s website. To comply with DFE requirements this must include:
 - The level of pupil premium funding received in the current academic year and levels of funding received in previous academic years
 - How the Academy has spent the pupil premium and why it has decided to spend it in the way it has
 - Any difference made to the learning and progress of disadvantaged pupils as shown by performance data
- 6.4 For parents of pupils in receipt of Pupil Premium, personal information will be sent home in pupils’ reports.
- 6.5 A wide range of data will be used to monitor and report on progress – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice.
- 6.6 Assessment Data will be collected half termly so that the impact of interventions can be monitored regularly.
- 6.7 A designated member of the SLT maintains an overview of pupil premium spending.
- 6.8 A governor is given responsibility for pupil premium and reports to the Curriculum Committee of the Governing Body.