



Mendip Edge Federation

PUPIL PREMIUM POLICY

ETHOS STATEMENT

Raising Aspirations, Developing Opportunities and Valuing Diversity

Rationale

As a federation of schools we have high aspirations and ambitions for all our pupils and we believe that no child should be left behind. We are determined to ensure that our pupils are given every chance to realise their full potential. It is therefore important that pupils in receipt of pupil premium are able to learn and achieve at an appropriate level and are prepared for the opportunities, responsibilities and experiences of life in the community.

Aims

- To provide opportunities for pupils to access all areas of the curriculum
- To ensure that specific needs of pupils are met
- To ensure that the needs of the whole child are met – moral, spiritual, social and emotional, as well as intellectual.
- To address underperformance and narrow the gap between Pupil Premium children and their peers
- To ensure a whole school consistent approach.

Background

The Pupil Premium grant was introduced in April 2011. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after (LAC) continuously for more than six months. Eligibility for the Pupil Premium for 2012–13 was extended to pupils who have been eligible for free school meals at any point in the last six years (known as the Ever6 Free School Meals measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of services personnel.

Funding

In the 2015 to 2016 financial year, schools received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 per pupil in Reception to Year 6 for each Ever 6 FSM full time equivalent (FTE) pupil, except where the pupil is allocated the LAC or post-LAC premium
- £935 per pupil for each Ever 6 FSM FTE in Years 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £1900 for each looked after child. Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by an English local authority
- £1,900 for each pupil who has left local-authority care because of one of the following reasons :
 - Adoption from care
 - a special guardianship order
 - a child arrangements order
 - a residence order
- £300 per pupil for each Ever 5 service child FTE pupil aged 4 and over in Reception to Year 11

Date policy written: April 2016

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- £300 for each pupil aged 4 and over in Reception to Year 11 who is either Ever 5 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2016; some or all of it may be carried forward to future financial years.

Context

When making decisions about the use of pupil premium funding we take the following into consideration:

- Prior attainment in each subject
- Individual progress over time
- Strengths and weaknesses
- Attainment comparisons with peers
- Attainment in relation to the national average
- Common barriers such as less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues.
- Evaluation of previously used strategies

Identification of Pupils

We will ensure that:

- All staff are aware who pupil premium and vulnerable pupils are
- All pupil premium pupils benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Pupil's individual needs are considered carefully so that we provide support for those who could be doing "even better if....."

Provision for pupils in receipt of Pupil Premium Funding

- All children across the schools receive good teaching, with increasing percentages of outstanding teaching achieved
- Any within-school variance is addressed
- Staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Individual needs of each child are looked at to identify their barriers to learning
- Expectations are high with "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers
- Staff support pupils to develop a "can do" attitude towards learning
- Additional support is effective and support staff and class teachers communicate regularly
- Skills of support staff are matched to the interventions they provide
- Good practice is shared between the schools and high quality targeted CPD is available
- Assessment is improved through joint moderation
- Attendance and punctuality are monitored regularly
- Research and our own evaluations support us in determining the intervention strategies that will be most effective

Monitoring and Evaluation

The evaluation of this policy is based on how well the school is closing the gap between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development Plan. To do this we will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies and discussions with staff, parents and pupils
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff if appropriate attend and contribute to pupil progress meetings each term
- Regular feedback about performance is given to pupils and parents
- Interventions are adapted or changed if they are not achieving the expected outcomes
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member in each school maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

When reporting information about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year and reasons for decision making
- Analysis of data
- Nature of support and allocation
- Total PPG (pupil premium grant) received
- Total PPG spent
- Total PPG remaining
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- Case studies (pastoral support, individualised interventions)
- Implications for pupil premium spending the following year

Responsibilities

- Mrs Diane Sleeman is the named governor with responsibility for Pupil Premium across the Federation
- Mrs Helen Heffernan is the person responsible for Pupil Premium at Fairlands Middle School
- Mrs Maggie Wookey is the person responsible for Pupil Premium at Cheddar First School.
- Mr Mike Jory is the person responsible for Pupil Premium at Shipham First School and Draycott and Rodney Stoke First Schools.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.