

Policy for Pupil Premium

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

Principles:

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.

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 classes, groups or individuals. At Frederick Nattrass, up to 70% of pupils are eligible to receive Pupil Premium Funding. As this represents the majority of children in our school we do not distinguish between Pupil Premium and Non-Pupil Premium pupils – we look at every child who is at risk of falling behind.

Aims:

All of our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.

Pupil premium resources are also used to enable pupils to reach higher levels.

Our main priority for Pupil Premium Funding is to improve school readiness of our youngest pupils – to make sure that children who join nursery or reception significantly below age related expectations are given the best chance to catch up by the age of 8.

Provision:

- A curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.
- Constant staff development and training to ensure that all staff in school are able to provide for each individual child.
- Counselling services provided by Alliance to help children dealing with emotional issues such as loss, bereavement, domestic violence, family trauma, parental drug misuse etc
- Individual mentoring and support programmes – through Assertive Mentoring.
- Speech and Language Therapy in school for any child with a difficulty.
- SEBs group to teach social skills to Key Stage 2 children
- Nurture Classes to develop school readiness of children aged 3-7 with a focus on emotional maturity, early social skills, speaking and listening and sharing.
- One to one and small group support in reading, writing and maths for any child who may be falling behind.
- Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits and residential visits
- Financial support to all families to reduce the cost of residential visits
- Free access for all children to extra curricular activities
- Providing in school support for children with particular educational needs.
- Parent and family support through the CAF process ensuring a range of agencies work together to offer support.

Reporting:

It will be the responsibility of the Principal to produce termly reports for the Governors 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 progress made by the pupils receiving a particular provision, when compared with other forms of support.

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 DFE.