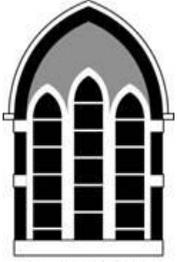




Merrydale Junior School  
Pupil Premium Policy  
2013-14

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# Merrydale Junior School Pupil Premium Policy

## **Vision and Values:**

- To enable all children to become respectful and responsible individuals
- To work in partnership with parents and the wider community
- To provide a curriculum that motivates and excites
- To inspire children to become independent and confident learners
- To develop aspirational lifelong learners

At Merrydale we aim to provide a safe, caring learning environment for all; working together with you as families and the community whilst delivering a broad, balanced and creative curriculum celebrating the diversity of our world.

## **Aims of the Policy:**

This policy sets out our aims to fulfil the Every Child Matters agenda as detailed in the Government green paper of the same name (2003). This agenda reflects our mission statement and aims.

This policy aims to state how we intend our pupils to:

- Be Healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Well-being

Merrydale Junior School is a multicultural school, which aims to develop the skills and talents of the individual to the full. We strive to provide equal opportunities to everyone and are wholly opposed to any form of discrimination.

We want to provide a warm, friendly atmosphere in which all members of the community feel valued. Towards this aim we follow these recommendations:-

- 1) Our Code of Conduct and the values represented within it enforce one another.
- 2) We will attempt to promote the highest possible degree of consensus about standards of behaviour among staff, children and parents.
- 3) We will provide clear guidance to staff, children and parents about standards of behaviour and their practical application.
- 4) We, as a staff, recognise and praise good behaviour as well as dealing with bad behaviour.
- 5) We make distinctions between minor and more serious misdemeanours clear to the children in a fair and consistent manner.

## **Background**

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

The Pupil Premium is a new government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The government have used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupils based on the number of pupils eligible for FSM. This fixed amount will increase annually during this present government.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

The Pupil Premium is allocated to local authorities and schools with pupils on roll at the time of the January census that are known to have been eligible for free school meals (FSM) at any time in the last six years.

Schools will have the freedom to spend the Premium, which is additional to the main schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

## **Principles**

All members of staff and governors accept responsibility for "socially disadvantaged" pupils and are committed to meeting their pastoral, social and academic needs in a caring environment. As with every child in our care, a child who is deemed to be "socially disadvantaged" is valued, respected and entitled to develop to his/ her true potential, irrespective of need.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We prioritise spending on activities which will have the greatest impact on children's learning
- 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
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- 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. At least 50% of any group will be made up of 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 receiving free school meals will be in receipt of pupil premium interventions at one time

## **Provision**

Our priorities are:

- To narrow the gap for those pupils not on track to achieve expected levels of progress at the end of year 6
- Provide experiences in order to broaden horizons for pupils eligible for FSM
- Extra staffing to facilitate interventions.

Termly pupil progress meetings will enable the school to assess the pupils' progress for those entitled to FSM. The results of these will be reported to the School Improvement Committee on a termly basis.

The range of provision the Governors consider making for this group are aimed at facilitating pupils' access to education and the curriculum and could include:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning
- Additional teaching and learning opportunities provided by trained TAs
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in English and maths
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Levels 4 and above
- Provision will not be aimed at statemented children as funding for their needs is already in place

In order to meet the above requirements, the Governing Body will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

## **Reporting**

It will be the responsibility of the Headteacher / Deputy to produce regular reports for the School Improvement Committee 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 the 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 Department for Education (TBC) and will appear on our school website.

The governing body will consider the information provided from the School Improvement Committee in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the revised schools' league tables.

## **Success Criteria**

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.