

ROSEACRE PRIMARY ACADEMY



Ethos Statement

This policy reflects our academy's ethos, which recognises, celebrates and welcomes diversity. We believe that each and every one of us brings something valuable to our community. We aim to develop children's personal qualities and achievements and are committed to giving all of our children every opportunity to achieve the highest standards.

This policy helps to ensure that this happens for all children in our academy, regardless of age, disability, religion, gender, sexual orientation, ethnicity, attainment or background.

Roseacre is an academy where:

- Children are at the centre.
- Learning is fun and expectations are high.
- Everyone is inspired to be the best that they can be.
- The learning culture is wholly inclusive.

Rationale

The Pupil Premium Grant (PPG) is a Government initiative that targets extra money at children from deprived backgrounds. Research shows that these children are more likely to underachieve compared with their non-deprived peers. The PPG is provided to support these children in reaching their potential.

The Government has used Free School Meals as an indicator for deprivation (children who are currently entitled or have been in the past six years). In addition children who are Looked After and Service family children have an entitlement. The Government has deployed a fixed amount of money per child, to schools and academies, based on the entitlement.

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

Provision

In order to raise attainment and narrow the gap, the Governing Body of Roseacre Primary Academy will ensure that provision is made to meet the needs of all children.

The Education Endowment Foundation (EEF) Toolkit (Sutton Trust) is used as a guide to prioritise allocation of human, physical and financial resources.

Our priorities in 2014-15 will focus on raising achievement and improving life chances through:

- Provision for vulnerable children not on track to achieve two levels progress in reading, writing and maths by the end of KS2;
- Provision for vulnerable children not on track to achieve expected progress in reading, writing and maths by the end of their current year;
- Provision for vulnerable children not expected to achieve Age Related Expectation in reading, writing and maths by the end of their current year;
- Narrowing the gap for those children not on track to achieve level two at the end of KS1 and level four at the end of KS2, in reading, writing and maths;
- A focus on Phonics Screening and rescreening in Y2;
- Improving attendance and reduce late marks;
- Encouraging social development and providing good role models;
- Reducing barriers to learning and promote children's well-being and SMSC development;
- Meeting individual need – recognising when pupils are at risk of underachieving because of particular family circumstances;
- Raising children's aspirations and promoting well-being;
- Enabling full participation of all children in all areas of the academy curriculum.

As part of the additional provision made for children who belong to vulnerable groups, the Governors of the academy will ensure that the needs of socially disadvantaged children are adequately assessed and addressed.

In making provision for vulnerable children, the Governors of the academy recognise that not all children who receive free school meals will be socially disadvantaged. The Governors also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Grant to support any child, or groups of children, the academy has legitimately identified as being vulnerable.

Reporting

The Governing Body will receive termly reports as follows:

- **Welfare, Pastoral & Safeguarding** (Mrs Carr & Mrs Tattersall), in conjunction with the Headteacher, will maintain an ongoing programme of pastoral and behaviour management interventions and counselling support for vulnerable children. In addition, any programme of funded intervention to support positive attendance will be maintained;

Pupil Premium Policy 2014 – 2016 (updated Feb 2015)

- The **Engagement Manager** (Mrs Boden), in conjunction with the Headteacher, will maintain an ongoing record of subsidies for vulnerable children attending Breakfast Club and After School Club/activities;
- The **School Business Manager** (Mrs Penn), in conjunction with the Headteacher, will maintain an ongoing record of educational visits subsidies for vulnerable children;
- The **Inclusion Manager** (Miss Walker), in conjunction with the Headteacher, will maintain an ongoing programme of intervention for vulnerable children;
- The **Deputy Headteacher** (Ms Logan), in conjunction with the Headteacher, will maintain an ongoing record of intervention for 'narrowing the gap' in Key Stage 2.
- The **Senior Deputy Headteacher** (Mr Hickey), in conjunction with the Headteacher, will maintain an ongoing record of progress made towards 'narrowing the gap', by year group, for vulnerable children;
- The **Headteacher** will undertake an annual evaluation on the cost-effectiveness of all provision to ensure good return on investment, and report to parents and governors.

To Parents and Carers – Under Schedule 4 of the School Information (England) (Amendment) Regulations 2012, the following information regarding the pupil premium must be published on a school's website:

- The amount of the school's allocation from the pupil premium grant in respect of the current academic year;
- Details of how it is intended that the allocation will be spent;
- Details of how the previous academic year's allocation was spent;
- The effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

Success Criteria

The Academy will ensure:

- An effective system for identification of vulnerable children;
- Early intervention and support for vulnerable children;
- The vast majority of vulnerable children will meet their individual targets;
- Process to engage parents and carers;
- Rigorous assessment and monitoring;
- A whole-academy approach;
- Promotion of a positive culture where children's differences are recognised and celebrated;
- The development of confident and independent learners.

The evaluation of this policy is based on the academy 'narrowing the gap' between vulnerable children and their peers.

Pupil Premium Policy 2014 – 2016 (updated Feb 2015)

This policy will be kept electronically on the 'S' drive. A paper master copy will be held by the Headteacher. Parents will be informed of the policy on occasional newsletters and on the school web site.

This policy will be reviewed in spring term 2016.

Signed: _____ Chair of Govs

Signed: _____ Headteacher

Date adopted: _____