



Coppice Primary School Policy for Pupil Premium

Our vision

Coppice is a caring school which aims to create a stimulating learning environment in which every individual has the opportunity to fulfil their own potential.

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

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- 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 70% of any group will be made up of FSM children.
- Through the pupil premium we aim to accelerate progress, moving children to at least age related expectations in communication, English and Mathematics.
- Pupil premium funding will be allocated following a needs analysis to identify priority classes, groups or individuals. Learning needs will be identified but we also recognise that some children may have social, emotional or behavioural issues.
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time
- The views of the parents for whom the pupil premium is allocated will be sought at least annually.

Provision

The range of provision may include:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning

- 1:1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- Targeted small group or individual work to develop social, emotional or behavioural skills
- Funding to ensure that socially disadvantaged children can take part in wider participation activities e.g. school trips and extra curricular activities
- Funding for residential organised by the school
- Funding to assist the purchase of school uniform
- Funding to attend Squirrels
- Provide extra support to class teachers enabling them to work with pupil premium grant children

Priorities for the allocation of Pupil premium money

- Funding for a school organised residential.
- Support for improving attendance.
- Support for narrowing the gap for pupils to achieve age related expectations at the end of Key Stage 1 and Key Stage 2
- Extra support to facilitate emotional or behavioural development
- To enable participation in activities to broaden horizons, encourage the development of self-esteem, creativity and independence e.g music tuition and swimming.

Reporting

- The Head is responsible for ensuring that there are regular reports to the Governing Body on:
 - o the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
 - o an outline of the provision that was made since the last meeting
 - o 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.

Success Criteria

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- The vast majority of socially disadvantaged children will achieve at least age related expected levels at the end of Key Stage 1 and Key Stage Two in English and Mathematics
- There is a positive school atmosphere in which all pupils are valued as full members of the school community and are developing as confident and independent learners

Appeal

Any appeals against this policy will be through the governors' complaints procedure.

Agree by Goveners November 2013