



Where Children Come First'

## **Pupil Premium Policy**

Other policies linked to this policy:  
Inclusion policy, Equalities policy

## Mission Statement

At Shepton Mallet Community Infants' School & Nursery we are committed to offering our pupils the highest possible quality of education.

We want our children to:

- develop imagination and creativity
- acquire skills and abilities
- have a love of learning.

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, succeed and become responsible and well-mannered citizens.

This policy incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

## **Aims**

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

## **Systems, procedures and practice**

Under the strategic leadership of the Headteacher (HT), the operational management of the school's policy for pupil premium is led by the Deputy headteacher and Class teachers. Pupils are identified promptly and appropriate support put in place.

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

### **Deputy headteacher**

- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.

### **School Finance Assistant/School Administrator**

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding via the school website and reports to governors
- Work with designated staff to monitor attendance and evaluate against set targets on Attendance Action Plan

### **Class teachers**

- Identify and list pupils in each class – July–September
- Arrange meetings with parents and pupil re. needs analysis
- Arrange reviews with parents
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

### **Headteacher**

The Headteacher will take overall lead responsibility for ensuring staff, governors, pupils and families remain informed and up-to-date with all developments relating to pupil premium

This will include:

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium
- Ensuring appropriate allocation and use of funding for pupils training for staff and governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors.

**Governors**

The designated link governor for pupil premium will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the Headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from class teachers; participating in discussions with pupils, where appropriate, with a focus on learning and success.

**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.

**Policy date . . . . reviewed April 2017 . . . . .**

**Chair of Governors . . . . . date. . . . .**

**Headteacher . . . . . date . . . . .**

This policy will be reviewed biannually