



## **Virginia Primary School** **Pupil Premium Policy**

### **Rights Respecting School**

We are a Rights Respecting School and this policy supports the following articles from the United Nations Convention on the Rights of a Child:

Article 28 – every child has the right to an education. Primary education must be free.

Article 29 – goals of education. Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.

Article 31 – every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### **Our Vision**

'We want Virginia Primary School to be a community of happy, confident, motivated lifelong learners. We want our children to be successful citizens who value themselves and each other. Therefore, we are continually striving to ensure that we nurture, challenge and enable each and every one to be the very best they can be in all areas of school life.'

### **What is the pupil premium?**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point during the last six years.

It is for schools to decide how the pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

### **Context**

At Virginia Primary School, 48% of our children are eligible for free school meals. This is considerably higher than the national average. A high number of our families are also on low incomes and are in receipt of other benefits. This is combined with the fact that we have many children and families who are vulnerable and are also in need of support. This context provides the rationale for our approach to the allocation of the pupil premium outlined below.

### **Rationale**

As a school, we strongly believe that an enriched, well taught curriculum that is based on shared values ensures that all children are able to achieve highly. This means developing and upholding a learning culture that is consistent in its approach with the pupil voice at its core. We place a strong emphasis on the social and emotional aspects of learning and are committed to teaching these aspects explicitly. We believe that learning how to learn is as important as what you learn.

The pupil premium has enabled us to support the development of our curriculum which has benefitted all pupil groups whilst at the same time enabling us to target specific needs through personalised

programmes. The pupil premium will therefore be applied at whole school as well as at group and individual level.

#### Whole School

- School journeys
- Music provision
- Internet maths /spelling programmes
- ICT/science consultant
- Literacy consultant
- Sports programme
- Breakfast club/extended schools

#### Groups

- Lunchtime intervention groups
- After school maths/literacy groups

#### Individual

- Children's counsellor
- 1:1 tuition
- Speech and language support

#### Identification and Accountability

- All class teachers will have set class and individual targets for their cohort at the beginning of the year with the head teacher.
- Children in each cohort eligible for FSM are identified on our school data tracker. We also identify vulnerable children.
- At each assessment point (once per term), data is analysed by our maths and English leaders by group – EAL, FSM, gender, SEN and ethnicity.
- We then have a day of maths pupil progress meetings and a day of English pupil progress meetings.
- Prior to the meeting, class teachers will have had time to reflect on pupil progress of particular groups/individuals and have thought about actions to narrow any gaps. All teachers will know which children are on FSM.
- Each cohort is discussed with the class teacher, subject leader, head/deputy and learning assistants that have run intervention programmes. The chair of the standards committee will also attend as an observer.
- We look at the progress of individuals/groups and the impact of the previous pupil progress action plan.
- A new action plan will be set with appropriate learning programmes/class teacher support.

#### Reporting to Parents

There will be an annual statement placed on the school website showing how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils.

#### Reporting to Governors

The chair of the standards committee will report to the full governing body observations made during pupil progress meetings particularly in respect of children on FSM.

The head teacher and subject leaders will present termly data analysis reports showing progress of all groups in all cohorts.

The head teacher will annually report progress compared to schools nationally through data supplied in the RAISE online report.

#### Review

How the funding is spent will be reviewed annually as part of the evaluation of the school improvement plan.

**Policy date: April 2013**

**Reviewed: September 2015**