



## **St Mark's Elm Tree Primary School**

### Mission Statement

At St Mark's Elm Tree CE VA Primary we will:

- Welcome everyone
- Build Christian values and worship into our teaching
- Establish strong links between home, school and community
- Endeavour to reach our full potential and celebrate our achievements
- Care for, encourage and respect each other
- Support each other to stay safe, healthy and make a positive contribution to our World

Our Christian Values are: friendship, trust, thankfulness, endurance, compassion, hope, peace and koinonia.

### **Principles**

Every child with his/her individual needs and gifts is a unique gift from God.

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring Christian environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

### **Background**

The pupil premium is a Government initiative that targets extra money at pupils who experience disadvantage, which research shows underachieve compared to their non-disadvantaged 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 pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament. Pupil premium is also given to support families where parents are in armed forces and also looked after children.

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 measures that show the attainment of pupils who receive the pupil premium compare with their peers.

## **Provision**

In order to meet the above requirements, the Governing Body of St Mark's Elm Tree Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic years 2016-2017 will be focussing on narrowing the attainment gap between those eligible for pupil premium and those are not. We have been successful in 2016, we want this to continue. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors 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.

## **The range of provision**

- Facilitating pupils' access to education
- Facilitating pupils access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme
- Additional resources to enable children to make progress commensurate with their needs
- Additional equipment to overcome any barriers to confidence and self esteem that make it harder for pupils to make progress. Each case will be reviewed on its merits. The final decision for allocation of any small amounts will lie with the head teacher. A small budget allocation will be made to cover any costs incurred as a result.

The SEND co-ordinator, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be monitored by the Governors'

## **Reporting**

It will be the responsibility of the head teacher, with the deputy head teacher, to produce a termly report for the Governor's School Improvement sub-committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

- An outline of the provision that was made during the term 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.

It will be the responsibility of the main Governing body to ensure and outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the school's Governors on a termly basis.

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.

The Governors of St Mark's Elm Tree Primary school will ensure that there is an annual statement to the 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 as necessary.

### **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.
- Improved effectiveness of parent/school partnership
- 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.

Signed      Chair of Governing Body

Date: May 15<sup>th</sup> 2017

Date approved and amended by Governors: May 15<sup>th</sup> 2017.

