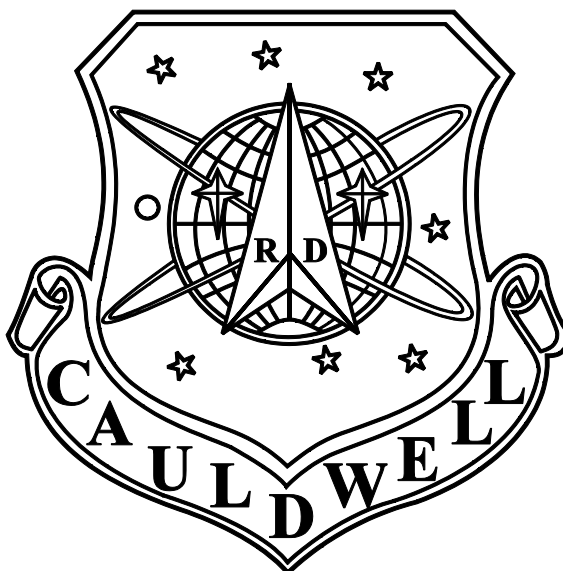


Cauldwell School



SH050	Version 1	Disadvantaged children/Pupil Premium Policy	
Co-ordinator:	Judith Apps		
Link Governor:	Jane Knapp		
Approval:	Full Governing Body		
Document Location:	<ul style="list-style-type: none">• Staff Handbook on VLE• School website		
Review Frequency:	Annual	Review Date:	Autumn Term 2018

Document History:

Version	Description	Date	By
1.0	Reviewed by Head Teacher, Governors read and approved.	11 th January 2017	COG
1.0	Reviewed by Inclusion Manager.	October 2017	KG
1.0	To be taken to LGB for approval. Governors approved the policy.	28/11/17	LGB

School vision

Cauldwell School: 'Achievement for All'

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

Background

The Pupil Premium was introduced in April 2011 with the aim of narrowing the gap in achievement between disadvantaged pupils and their peers. As a school we are given extra funding each year based on the number of pupils we have who:

- have been registered for free school meals at any point in the last six years (known as the 'Ever 6' rule)
- have been looked after (i.e. in local authority care)

The Government is clear that Pupil Premium money is spent to raise the achievement of disadvantaged pupils, in whichever way the school thinks most effective. When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We prioritise spending on activities which will have the greatest impact on children's learning.
- 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 legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium intervention at one time.

Aims

- Pupil premium work is aimed at accelerating progress and supporting pupils to meet their potential
- Pupil premium resources are also targeted to giving pupils opportunities and experiences they would not have exposure to otherwise.
- Pupil premium funding may also be used to target able children to achieve more.

Provision

- The range of provision the Governors may consider making for this group include:
 - Providing small group work with an experienced teacher focussed on overcoming gaps in learning
 - 1-1 support
 - Additional teaching and learning opportunities provided through learning mentors, trained TA's or external agencies.
- All our work through the pupil premium fund will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths.
- Provision will not be aimed specifically at children on SEN support, although many of these children will benefit from provisions funded by pupil premium funds.

Reporting

- It will be the responsibility of the Head Teacher to produce regular reports for the Governors School Improvement committee on:
 - The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
 - An outline of the provision that was made since the last meeting
- It will be the responsibility of the Chair of the School Improvement committee to ensure this information is made known to the full governing body
- The governors of the school will ensure that there is an annual statement to the Multi Academy Trust on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This will be put on the website.

Appeal

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

Reviewed annually.

Provision planned for academic year 2017/18

Additional teacher	Teacher to take small group daily for literacy and numeracy (14 hours)
Additional teacher	Teacher to teach small group and one to one – focus literacy and numeracy in year 2 and LAC
Early Intervention	Lift off to language – (small group) run daily by two LSA's in Foundation. Eiklan – speech and language intervention – 1 trained teacher to support LSAs to implement small group interventions in years 1 - 3. LSA's to support – daily readers, Catch Up, Springboard, FFT Reading, Quest, small phonics groups etc.
	LSA for EAL language interventions across the school.
SEND	SENDco released from class responsibility to provide quick response to SEND issues and ensure all SEND children are receiving appropriate support to enable them to progress. (50 % of salary)
SpLD assessments	Dyslexia specialist - One to one work (5 hours)
Family support	Parent Support worker (50% of salary)
SEMH support	Behaviour / Emotional Support (Young Carers)
Attendance prizes; Swimming; Support trips; Theatre groups; ICT resources, support, enrichment programme, specialist coaches.	
Employment of outside agencies to assist with diagnosis of individual children's needs e.g. Educational psychologist and play therapy.	