



**St Nicholas Church of England (Controlled) Primary  
Pupil Premium Statement of Intent 2016**

**Principles**

- Every child with his/her individual needs and gifts is unique and special.
- 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 environment.
- 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 from deprived backgrounds, who research shows underachieve compared to their non-deprived peers. The Premium is provided in order to support these pupils in reaching their potential.

Our school website has a full update on how the Pupil Premium funding is used at our school.

**Provision**

In order to meet the above requirements, the Interim Executive Board (IEB) at St Nicholas will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

Our priorities will be focussed on ‘narrowing the attainment gap’ for those pupils not on track to achieve Age Related Expectations (ARE) at the end of Year 2 and Year 6.

As part of the additional provision made for pupils who belong to vulnerable groups, the IEB will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring meetings where the outcomes of these meetings will be made known to them.

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

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

The Pupil Premium Lead, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to review by the schools IEB.

**Reporting**

It will be the responsibility of the Headteacher to produce a termly report for the IEB showing:

- 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.

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January 2016	January 2018	IEB	21 January 2016

- 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 Headteacher and lead members of IEB to ensure an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils are given to the school's IEB on a termly basis.

The IEB will consider the information provided in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the schools' published data.

### **Evaluation and impact**

The evaluation of this policy is based on how quickly the school can 'narrow the attainment 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.

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