**Beecholme Primary School**

**Pupil Premium Policy 2014 / 2015**

**Aims:**

At Beecholme Primary we have high aspirations for all our pupils and believe that everyone should be encouraged to achieve their full potential. The targeted and strategic use of our Pupil Premium funding supports us in achieving our high expectations and this policy outlines how we will ensure funding is spent appropriately.

**Background:**

The Pupil Premium is a government-led initiative which provides extra money for pupils from deprived backgrounds. The government recognises those in receipt of free school meals (FSM), looked after children and service children as indicators of deprivation. Research shows that pupils from such backgrounds underachieve compared to their peers. In recognition of these indicators, the government provides a fixed sum of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This premium is provided to enable these pupils to be supported to reach their full potential. At Beecholme we will be using the indicator of those eligible for FSM as well as other identified vulnerable groups as our Pupil Premium target children, with the specific aim of ‘closing the gap’ regarding attainment.

**Identification of pupils.**

*At Beecholme Primary:*

* All teaching and support staff are aware of who our Pupil Premium and vulnerable children are.
* Pupil Premium funding is used to benefit ALL children who are eligible, not just those who are underperforming.

**Teaching and Learning:**

*In order to meet the need of ALL children, teachers and Senior Leaders at Beecholme Primary*:

* Set high expectations
* Provide early intervention (from EYFS)
* Share good practice
* Provide high quality CPD
* Improve assessment through joint-levelling and moderation.

**Individualised intervention:**

*At Beecholme Primary there is NO STIGMA attached to being part of an intervention programme. All children benefit from individualised support and such programmes allow us to target specific needs.*

*At Beecholme Primary we:*

* Identify individual needs which may become barriers to learning and create personalised intervention programmes to address these needs.
* Ensure support staff and class teachers communicate regularly.
* Ensure the skills of support staff are matched to the needs of the children.
* Work with outside agencies where necessary.
* Support parents through such initiatives as morning drop- in and workshops tailored to needs (eg reading / appropriate play / healthy sleeping patterns).
* Recognise and build on children’s strengths to boost confidence (eg specialist-led arts enrichment programmes).

**Monitoring and Evaluation:**

* Assessment data is collated half-termly and thus the impact of interventions is monitored regularly.
* As a result of the above, interventions are adapted or changed where necessary.
* Teaching staff attend half-termly progress meetings where the progress and attainment of all pupils is discussed.
* Parents are given regular feedback about performance – morning drop-in sessions, parents’ meetings, written reports, home-school diaries.
* Pupils are aware of their targets and regular pupil-teacher dialogue is built into the timetable.
* A designated member of staff maintains overview of Pupil Premium Spending.
* A governor is given responsibility for Pupil Premium.

**Reporting**

*Reporting about Pupil Premium Funding includes:*

* Contextual information about the school
* Objectives for the year
* Data analysis
* Appropriate research findings
* Overview of spending
* Nature of support (eg curriculum-based learning / social, emotional and behavioural issues. Wider enrichment).
* A summary of the impact of the Pupil Premium Grant.