



Rivermead

Together on the road to success

PUPIL PREMIUM POLICY

Reviewed Yearly

Signed _____

Date _____

REVIEW DATE: March 2018

PUPIL PREMIUM POLICY

Pupil premium funding was introduced by the Government in April 2011 to provide additional support for children who are looked after or those from low income families. The measure of low income families is those learners who are entitled to Free School Meals. The extra funding is made available to schools to help them narrow the attainment gap that still exists nationally between learners from disadvantaged and more affluent backgrounds.

National statistics are very clear that attainment is different for these learners across phases in education.

The Government have used those learners entitled to Free School Meals (FSM) and more recently have included learners previously entitled to Free School Meals over the last 6 years (EVER6) as an indicator of low income; they have deployed a fixed amount of money to schools per learner, based on the number of learners that register for Free School Meals. Learners whose families are in the Army also receive a fixed amount of additional funding. At Rivermead School we will be using the nationally agreed indicators of those eligible for pupil premium as our target children to 'close the gap' regarding attainment.

The DFE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our learners' needs. However, we are accountable for the use of this additional funding and for closing the gap.

Provision

In order to meet the above requirements, the Governing Body of Rivermead School will ensure that provision is made which secures the most effective teaching and learning opportunities to meet the needs of all learners and to close any gaps.

As part of the provision made for learners who belong to vulnerable groups, the Governors of the school will ensure that the needs of all learners are adequately assessed, tracked and monitored through a range of procedures and processes including personal target setting and reviews. The school has tracked the progress of all learners and pupil groups for a number of years. We are striving to continually improve provision for all pupils.

The range of provision

Examples of how schools have successfully implemented the Pupil Premium (as highlighted in the Ofsted publication: The Pupil Premium 2013) include:

- Carefully ring fencing funding
- Never confusing low ability with eligibility
- Thoroughly analysing which learners are underachieving, particularly in English and Maths and why
- Drawing on research evidence to allocate funding
- Recognising that high quality teaching and learning meets the needs of the learner rather than simply relying on interventions to compensate for teaching that is less than good

- Allocating their best teachers to teach interventions or employ teachers who have a good track record in raising attainment in those subjects
- Using achievement data to check whether interventions are working and make adjustments accordingly rather than waiting until the data retrospectively shows it hasn't worked
- Making sure support staff, particularly teaching assistants, are highly trained and understand their role in helping learners to achieve
- Systematically focusing on giving learners clear useful feedback about their work and ways to improve it
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making for learners
- Ensuring that the class and subject leaders know which learners are eligible so that they can take responsibility for accelerating their progress
- Having a clear policy on spending the Pupil Premium agreed by Governors and publicising it on the website
- Providing well targeted support to improve attendance behaviour or links with families where these are barriers to learning
- Having a robust performance management process and including discussions about eligible pupils
- Through careful monitoring, demonstrating the impact of each aspect of spending on the outcomes for learners

Possible spending

- Signing up for Achievement for All (AfA) targeting vulnerable groups using a mentor to support targeted support within the classroom. CDP including TA development
- Individual tuition in English and Maths
- Deploying current staff on learners' need basis rather than 'per class'
- Extended targeted teaching outside of usual class time (eg a breakfast provision or after School provision)
- New ICT provision at home and at Rivermead
- Enrichment activities to engage and inspire
- Improving attendance
- Training to improve the quality of feedback in whole class, small group and individual lessons and through marking
- Training for support staff on specific skilled interventions
- Altering class groups and teaching groups to improve achievement
- Training on independent learning and assessment that supports the consistent improvement of teaching
- Additional resources for learners at home and in Rivermead
- Improving access to work from home (Learning platform, Doodle, Kerboodle, MyMaths, Sumdog)
- Intensive intervention at year 7,8 &9 to stop the gap widening

Intervention Packages

The intervention package on offer in school is child-centred and can be tailored to the needs of the Learner. This enables us to minimise any possible barriers experienced due to socio-economic deprivation.

Intervention includes the following:

- Read Write Inc - structured and intensive literacy programme
- Lego therapy - group therapy to boost social communication skills
- Speech and Language (1:1) - sessions with qualified SALT and/or therapy assistants
- Bespoke intervention packages - highly differentiated social communication support
- Counselling - one to one sessions with a trained counsellor
- Maths intervention - small group catch-up sessions to boost core skills
- Art Therapy - 1:1 sessions with a qualified art therapist
- Play Therapy/Therapeutic support - 1:1 sessions with a trainee play therapist

The intervention targets core skills affecting access to the curriculum, including literacy, numeracy language and social communication.

Structured Conversations

In addition to the school's intervention packages we have a whole school focus on 'structured conversations' for all pupil premium learners. This forms part of the 'Parental Engagement' strand from the Achievement for All programme that Rivermead partakes in. The structured conversations involve school staff, meeting with the parents/carers, three times a year, for an engaging and focused discussion about their child. This is to encourage and maximise the partnership between home and school and to minimize the impact of any negative life experiences. The aim is to build a positive supportive network around each of our pupil premium learners and this element of the Achievement for All programme is supporting and structuring this.

Pupil Premium Summer Camp

A week long, specialist transition day camp, is also on offer for our pupil premium learners. We recognise that transition from primary to secondary school can be a possible barrier to success in education, so our week long visits to school in the summer help to break down these barriers. The learners have an opportunity to visit Rivermead School in a quiet, safe environment, meet new peers and familiarise themselves with school routines prior to starting in Year 7.

Enrichment

Rivermead seeks to provide not only an academic approach to education but also a holistic one. We feel that the importance of developing the learners as a whole person, not just on a conventional educational front allows our learners to gain an advantage over other young people with similar academic abilities. At Rivermead we provide a range of Enrichment opportunities for all learners, all of which help develop their communication and social skills and thus help raise self-esteem. The creation of a travel training program to support their transition into college and employment has proved successful in creating more confident and independent learners who are ready to move on to the next stage.

All enrichment provides an opportunity to develop SMSC and to Promote British Values whilst supporting the curriculum and bringing learning to life. These interactive learning

experiences allow our learners (the majority of whom are ASD with the associated language difficulties) to have an enhanced, hands-on approach to learning which makes the academia more accessible and thus more successful.

Many of our young people, and especially many of those PPG learners, do not leave their homes after returning home from school for both financial reasons and owing to the high levels of anxiety that they feel when placed in unfamiliar situations. Enrichment opportunities such as residential trips to London and Belgium, trips to the Houses of Parliament, Duke of Edinburgh, Challenger Troop and charity mud runs provide learning experiences within the safety of the School support network.

Enrichment is an invaluable part of the development of our young people as confident, functioning members of society who have a strong sense of their Social, Moral, Spiritual and Cultural responsibilities and a good understanding of the British Values which support our society.

To ensure that our PPG learners are able to access the enrichment activities on offer, the school will use aspects of the pupil premium grant to fund individuals.

Responsibilities and Accountabilities

Governors will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'closing the gap' for eligible pupils. There will be a named Governor for Pupil Premium.

The Headteacher and SLT will track the allocation and clearly account for spending of the Pupil Premium funding.

The Headteacher and SLT will ensure that good practice for the spending of the Pupil Premium is implemented and that all learners receive their entitlement that closes the gap and improves their achievement.

It will be the responsibility of the Assistant Headteacher, to produce regular data reports for the SLT or by request, outlining:

- The progress made towards closing the gap, by year group and across key school data measures for eligible learners compared to their peers in school and nationally.
- An evaluation of and clear impact statement regarding pupil premium provision and educational outcomes since the last report and recommendations for adjustments and improvements.

Pupil premium must be clearly identifiable compared to other initiatives. Teachers are held accountable for the progress of all pupils.

Evaluation of the policy

The evaluation of this policy is based on the school's success in continuing to 'close the gaps' at key data measures and within year groups as seen in the provision map, tracking systems and reports to Governors. All learners will have received their financial entitlement.