



# **Pupil Premium Policy**

## **March 2019**

**Date of review: March 2020**

**MERSEA ISLAND SCHOOL**

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## **Principles**

All staff and governors, are committed to meeting the social and academic needs of all pupils within a caring environment. We ensure that appropriate provision is made for pupils who belong to vulnerable groups this includes the needs of disadvantaged pupils.

## **Background**

The Pupil Premium is allocated to children from low-income families who are known to be eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months, and children of service personnel. This includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Research shows that these pupils underachieve compared to their peers. The Pupil Premium is provided to schools in order to support these pupils in reaching their potential. Schools are free to spend the Pupil Premium as they see fit. However we are held accountable for how we have used the additional funding to support disadvantaged pupils. We are required to publish online information about how we have used the Premium, it's impact and how we measure it's success. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive. Priority groups or individuals are identified through data analysis and constant assessment for all pupils. Teachers, teaching assistants and the SENCo are all involved in identifying needs.

## **Aims**

We aim to accelerate the progress of pupils to at least age related expectation in the core areas of the curriculum. Pupil Premium resources may be used to target more able pupils on FSM to achieve the higher levels of attainment at the end of KS1 and KS2.

## **Provision**

The school will maintain a programme of support which will be subject to review by the Governing Body. The Pupil Premium lead, in dialogue with class teachers, analyses the performance of all Pupil Premium children every half term using a comprehensive range of information and evaluates the impact of the provision. The support for each child is adjusted accordingly.

The range of provision includes:

- Quality first teaching in class, including appropriate differentiation and additional feedback
- Targeted teaching – focused feedback and teaching from teachers and teaching assistants
- 1:1 support
- Additional small group work e.g. reciprocal reading



- Half termly mentoring meetings with the class teacher, to which parents are invited
- Support and signposting to other agencies for pupils with emotional needs
- Financial support for visits and events
- Provision of indoor P.E. kit

### **Reporting**

Class teachers highlight disadvantaged pupils in their class improvement plans, these are shared with SMT.

The headteacher completes a half-termly data analysis which highlights the progress and attainment of disadvantaged pupils. This is shared with the Governors' Curriculum Committee. The Pupil Premium lead will draw on the latest data to write an annual report to governors. The updated Pupil Premium plan is also shared with governors. On a bi-annual basis, the Pupil Premium lead meets with the Pupil Premium Governor.

At Mersea Island school we recognise that not all the provision will impact immediately on academic outcomes. Building confidence and resilience is vital for lifelong learning. Class teachers report on the impact of additional support on pupils' emotional well-being and learning behaviours as part of the Pupil Premium provision maps.

Governors will consider the information provided on outcomes and progress for disadvantaged pupils and challenge the school leadership on the effective use of the Pupil Premium grant. They will ensure that information on how the Pupil Premium funding has been used to narrow the gap for disadvantaged pupils is published on the school website.

### **Success criteria**

The evaluation of this policy is based on how quickly the school can narrow the gap between disadvantaged pupils and their peers:

- Pupils receive early intervention
- Disadvantaged pupils make good progress
- Parents are engaged with the school and support their child
- An effective system is in place for identifying, assessing and monitoring all aspects of pupil progress
- The school has a positive ethos in which pupils' differences are recognised and valued and that the school supports pupils in becoming confident and independent learners.