



<b>St. Michael's Academy</b> Policy for: Pupil Premium	Date signed off: May 2018	To be approved: Every 2 years
	Review Date: May 2020	

St. Michael's Academy defines those children entitled to Pupil Premium Grant (PPG) money as 'disadvantaged'. Pupils in this target group are FSM Ever 6 (FSM6; - any child that has been recorded as receiving Free School Meals within the last 6 years), Service Children (SC; - any child with a parent in the armed forces) and Looked After Children (LAC). However, at St. Michael's Academy we also recognise that not all pupils who are socially disadvantaged and entitled to PPG are entitled to Free School Meals. Other vulnerable groups exist and include those children who have English as an additional language (EAL), who have resided in the Women's Refuge and new entrants within the school. Furthermore, we also recognise that there is a significant proportion of this target group who are also identified as SEN (Special Educational Needs) and that other children, outside of the above mentioned target groups, will benefit from the deployment of the PPG.

### Principles:

- We ensure all teaching and learning opportunities are targeted to meet the needs of the children at St. Michael's Academy through Quality First Teaching
- We identify vulnerable groups, including the needs of those pupils deemed socially disadvantaged, through appropriate assessment.
- We ensure appropriate provision is in place to address the attainment gap that may exist for some vulnerable groups, whilst recognising that not all pupils who receive or have received Free School Meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are in receipt of Free School Meals and acknowledge that the allocated PPG will be deployed to support any pupil, or groups of pupils, that the school has legitimately identified as being socially disadvantaged. However, the greater proportion of any group, supported through PPG, will be made up of FSM6, SC OR LAC.
- We identify barriers to learning for those groups mentioned above (as well as other pupils) at a whole-school and individual level, and ensure that PP funding is allocated in a way to address these barriers.
- Pupil Premium funding will be allocated through careful analysis of relevant data and which will identify priority classes, groups, or individuals. Limited funding and resources mean that not all eligible children will be in receipt of Pupil Premium interventions at one time.
- All work through Pupil Premium is aimed at accelerating pupil progress and moving children to at least age related expectations, initially in Literacy and Numeracy.



## Provision:

The range of provision the Governors at St. Michael's Academy consider include:

- Providing small group work with an experienced teacher/Learning Support Assistant (LSA) focussed on overcoming gaps in learning
- Academic intervention in the form of 1:1 tutoring or small-group work and/or support for short, regular sessions to enable a child to catch up with peers
- Early intervention through targeted programmes to support developing speaking and listening skills, reading, writing and number concepts
- The specific teaching of phonics (throughout the school) as an essential component of supporting the development of early reading skills
- Additional teaching and learning opportunities provided through trained LSAs, pastoral care or external agencies
- A school minibus to increase and improve attendance of those most vulnerable
- An increased focus on activities and/or initiatives that encourage parents to support their children's learning effectively
- Support with extra-curricular activities and trips that have an advantageous impact on pupils' learning and experience at St Michael's, as well as a motivational impact
- A breakfast club that ensures that children start the day with a healthy and nutritious meal
- Equipment (such as pencil cases with stationery) that bring vulnerable groups in line with others
- Music provision, specifically for those that lack further extra-curricular opportunities, to boost self-esteem.

## Reporting

It is the responsibility of the Headteacher, or a delegated member of the Senior Leadership Team, to include the following information in the annual data report for the Governors:

- 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 annual report
- 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 is the responsibility of the Headteacher to ensure this information is reported to the Full Governing Body.

The Governors of St. Michael's Academy will ensure that there is an annual statement to parents on how PPG has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Headteacher	Matt Vella
Deputy Head	Cara Compton-Foster
Chair of Governors	Ed Pyke
Business Manager	Sharon Whatmore



## Roles and Responsibilities:

- Governing Body (including Governor with responsibility for Pupil Premium): will discuss, support and challenge the SLT regarding the effective application and impact of the PPG.
- Headteacher: will ensure that PPG spending is included and reported with the school's improvement plan; will discuss and consult with the SLT and governors the PPG funding and allocation as well as impact.
- Pupil Premium Champion: will monitor and communicate the ongoing impact of PPG spending on both (1) closing the gap between PP and non-PP pupils, and (2) raising attainment of PP pupils; will plan continuing professional development (CPD) to routinely raise the profile of PP provision, to share best practice, and to develop an understanding of what is expected in all classrooms; will undertake learning walks involving teachers so they can see/share best practice; will support and challenge staff in their use of strategies designed to help diminish the gap between PP students and their peers
- Teaching staff: will maintain the highest expectations of all pupils; will ensure they are aware of children who are eligible for PP funding in their class; will identify pupils who will benefit most from the deployment of PPG funding through academic intervention; will adopt and use Quality First Teaching strategies, including mark first and direct questions first; will promote an inclusive and collaborative ethos in their classrooms; will encourage all children to develop a Growth Mindset
- Support Staff: will ensure they are aware of children who are eligible for PP funding in their class or year group; will work with individuals and groups in order to overcome gaps in learning
- Students: will continue to feedback to the PP Lead and Headteacher during the ongoing process of reviewing the impact of PP interventions

## Key Contacts

- Cerwyn Pritchard, Governor with responsibility for Pupil Premium
- Matt Vella, Headteacher
- Cara Compton-Foster, Deputy Headteacher
- David Rowland, Pupil Premium Champion

## Appeal

Any appeals against this policy will be through the Governor's Complaints Procedure.

To be reviewed every 2 years.

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