

Thomas Coram Centre

Pupil Premium Policy

2019



Thomas Coram Centre

Pupil Premium Policy

Every child with his/her individual needs and gifts is unique and special. The Governing Body and staff at Thomas Coram Centre accept responsibility for "socially disadvantaged" children and are committed to meeting their pastoral, social and academic needs within a caring environment.

We set high aspirations for our children and work towards ensuring all children including children considered "socially disadvantaged" are valued, respected and entitled to develop their full potential irrespective of need.

Background

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The government has used pupils entitled to Free School Meals (FSM), those that are in Local Authority Care (LAC) or the children of service personnel as an indicator for deprivation and have deployed a fixed amount of money to schools per child based on the number of pupils registered for free school meals over a rolling 6 year period. At Thomas Coram School we will be using the indicator of those eligible for FSM which stands at 32% together with identifying children from vulnerable groups as our target children to "narrow the gap" regarding attainment.

Provision

In order to meet the above requirements, the Governing Body (GB) will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all children. Our plan will be highlighted in our School Improvement Plan.

As part of the additional provision made for children who belong to vulnerable groups the GB will ensure the needs of socially disadvantaged children are assessed and addressed through termly pupil tracking. In making provision for socially disadvantaged children the governors recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The governors 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 provisions the GB and management may consider making for this group include :

- ▶ Working in small groups where appropriate thus improving opportunities for effective assessment for learning and accelerating progress.
- ▶ Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- ▶ Providing 1-1 support.
- ▶ Offering additional parent workshops and home learning opportunities to support parents to help their children's learning outside school.
- ▶ Providing structured literacy and numeracy support to target identified need and develop a love for learning.
- ▶ Delivering programmes to target newly arrived children and/or those who do not speak English as their first or main language.
- ▶ Additional teaching and learning opportunities provided by teachers, early years educators, nursery support assistants or external agencies.
- ▶ Additional support for assessments, training and advice from specialists such as speech therapists, music therapists, educational psychologists etc.
- ▶ Access to therapeutic interventions and advice.
- ▶ Ensuring good attendance, punctuality and readiness for learning of disadvantaged children.

Progress Measures Between The End of Toddlers And The End of Kinder

- ▶ All children who are not on track (below typical) at the end of the Toddler year (N1) should have closed the gap and be at age related expectations by the end of the kinder year (N2).
- ▶ All children who are on track (typical) at the end of the Toddler year (N1) should still be at least on track by the end of the Kinder year (N2).
- ▶ All children who are above age related expectations (above typical) at the end of the toddler year (N1) should still be exceeding at the end of the kinder year (N2).

The recognises that disadvantage does not mean and is not an excuse for low attainment or progress. Pupil Premium resources will be used to support all qualifying children including higher attaining children with previously high levels of achievement.

Reporting

The Head Teacher will produce an annual report for the Governing Body at the end of summer term on :

- ▶ the progress made towards narrowing the gap for socially disadvantaged children.
- ▶ an outline of the provision.
- ▶ 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.

Appeal

Any appeals against this policy will be through the Thomas Coram complaints procedure. This policy should be read in conjunction with the Thomas Coram Equal Opportunities Policy and the Thomas Coram Inclusion & SEND Policy.

Success Criteria

The evaluation of this policy is based on how quickly Thomas Coram School can "narrow the gap" between socially disadvantaged children 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 support.
- ▶ Having an effective system for identifying, assessing and monitoring children.
- ▶ Having a whole-school consistent approach.

► Creating a positive school atmosphere in which children's differences are recognised and valued as full members of the school community developing confident and independent learners.

Review

This policy shall be reviewed bi- annually by the Teaching and Learning Committee and recommendations for ratification made to the full Governing Body.