

Richard Coates CE School

Pupil Premium Policy Statement Information for Parents



**“Let Your Light Shine”
(Matthew 5:16)**

Chair of Governors: Mr Austin Bowman

Date of Review: May 2019

Next Date of Review: May 2020

(This document is available in an alternative format and in an alternative language on request at the school office.)

What is Pupil Premium?

Since April 2011, the Government has provided schools with an amount of money in addition to their budget, to address the current underlying inequalities which exist between children considered to be disadvantaged and their peers who are not. This money is called Pupil Premium funding and is provided specifically for:

- children from low income families who are eligible for Free School Meals
- any child who has been eligible for Free School Meals in the last six years
- children who have been "Looked After" by the Local Authority i.e. supported by foster carers or in care for more than six months

It is expected that the extra funding helps schools to "close the gap" in achievement between all pupils and those seen to be disadvantaged. It is felt that schools are best placed to decide for themselves how to use this funding when supporting pupils in their care.

In addition to the above premium funding, the school also receives funding for children from Armed Forces families. This is not part of the 'disadvantage' Pupil Premium funding.

Statistically Richard Coates has fewer students (14%) who are in receipt of Free School Meals when compared to schools nationally. As part of our Christian ethos of the school we view the needs of all students as important and strive to create the best opportunities and experiences for all, so that all may "have life and have it abundantly" (John 10:10).

Why do we need Pupil Premium funding and how do we use it at Richard Coates CE School?

All our pupils are individuals who have great potential to do well; not just academically but also in their social, moral, spiritual and cultural development. Those pupils who meet the Pupil Premium criteria are believed to be more vulnerable to underachievement than others. These pupils may need more support and encouragement than others to achieve their full potential. We have a moral and professional responsibility to do our utmost to ensure this happens.

We provide extra support to all pupils who we do not feel are progressing as we would expect, but with the Pupil Premium money we receive, we are able to provide a more detailed programme of support to help those specific pupils who may be disadvantaged to make even better progress. By really knowing our pupils who qualify for Pupil Premium funding, we tailor our support packages to meet pupils' individual barriers and specific needs. We work hard to establish ways to overcome these so that all of our children achieve well. We provide both direct and indirect support to pupils with the overall aim of raising their achievement.

Some examples of the barriers children at Richard Coates who qualify for the funding may face, and some examples of strategies employed by the school to diminish the differences are:

Potential Barriers	Support Offered by School
Poor school attendance	Support for pupil and family with attendance from Mr Baines, Learning Mentor. Additional pastoral support from Head of Year, including attendance meetings with parents/carers.
Financial difficulties restricting access to enrichment activities	Support for payment of enrichment activities including musical instrument tuition and sporting clubs.
No internet or WiFi access at home to support independent study	Homework clubs and library access, including access to digital technologies, beyond the school day for independent study.
Transport problems preventing access to clubs and after school interventions and study groups	Support with transport arrangements to access interventions and clubs relevant to individual learning needs.
Limited access to books and learning resources at home	Provision of study aids and resources to support home learning.
Parental engagement in school and learning	Home school relationship strengthened with personal contact, Mr Baines, Learning Mentor. Parental evening appointments arranged at alternative dates or by telephone appointment.
Lower attainment on entry into school and/or slow rates of progress	Smaller class size. Additional small tuition group tuition implemented from the Autumn Term on transfer to teach to the gaps. Termly progress meetings.
Reluctant reader	Reading mentor to guide and support independent reading.
Low self-esteem and poor	Pastoral support from Learning Mentor, and where appropriate, external agency

emotional health	support.
Access to wider curriculum experiences	School fund voluntary costs for trips and visits.

Each school has the freedom to decide how to use the Pupil Premium, as they are best placed to assess what additional provisions should be made for the individual pupils at their school.

More Able Disadvantaged Pupils

We recognise that Pupil Premium funding is for every learner from disadvantaged backgrounds to help them achieve their full potential, not just children who are behind age related expectations. We acknowledge our more able pupils may also need carefully planned support to achieve their potential and we work hard as a school to ensure that funding is used effectively to ensure this.

We identify our more able disadvantaged pupils from:

- high prior attainment in KS1
- high SAS in baseline tests
- teacher assessment data and knowledge of pupils

Pupil Premium Expenditure

- The allocation for 2013/2014 was £48,900
- The allocation for 2014/2015 was £67,075
- The allocation for 2015/2016 was £71,810
- The allocation for 2016/2017 was £75,610

The underlying principle is to use the funding to accelerate the progress for disadvantaged pupils (including more able pupils) and address the inequality in achievement that exists between these children and their peers due to their disadvantage (financial disadvantage or personal/family circumstance). In order to ensure value for money and measure effectiveness, the impact of interventions are continually monitored. Sometimes the impact may be on a child's self-esteem or confidence, their attendance in school, engagement in activities, or reduction in behavioural incidents as well as improved levels of progress: all of which lead to improved attainment over time.

Many children who are disadvantaged and attract the funding achieve well at our school. Some of our disadvantaged pupils do not qualify for free school meals and also need extra support. We are committed to equality of opportunity for all of our pupils and we use our data, knowledge of families and professional judgement to decide how we will use the grant to achieve the best outcomes we can for all of our pupils.

Reporting to parents/carers

Parent/carer consultations are held at key times throughout the year to discuss children's work and progress and to share targets for future learning that have been agreed with their child. Written reports are sent to parents during the summer term containing information on subject strengths and weaknesses, individual achievements and targets for future action. We also use informal methods of communication to report achievements in school including emails home, postcards, newsletters and the school website. Parents are encouraged to come into school to discuss any concerns throughout the year so issues can be resolved early.

Details of the progress and attainment of pupils at this school, including comparisons between pupil premium and non-pupil premium children, can be found on the school's website. The school ensures that this data is anonymised so that individual pupils cannot be identified.

Additional parent meetings are arranged for parents and carers of children whose progress the school are concerned about. These meetings are held to share the concern with parents and explore ways in which the school can support the child and diminish the differences.

Reporting to Governors

The Headteacher is responsible for the progress and achievement of disadvantaged pupils and for ensuring the effective spending of the grant so that these pupils achieve improved outcomes in line with other pupils nationally.

The school business manager is responsible for reporting to the Governing Body the details of Pupil Premium income and expenditure and publishing information on the school website for parents/carers.

Rev Steven Harvey is appointed named governor responsible for Pupil Premium at Richard Coates C of E Middle School.

Information for Parents

If you think your circumstances may qualify your child for the funding, the school may be able to claim pupil premium and use these additional funds to further help your child's learning in school. Please refer to websites below for further information:

<http://www.education.gov.uk/cgi-bin/schools/performance/school.pl?urn=122297&superview=pri&qtype=LA>

<http://www.education.gov.uk/schools/pupilsupport/premium>

<https://www.compare-school-performance.service.gov.uk/school/122370>

Parents will be encouraged to share relevant information regarding their child's entitlement to Pupil Premium when completing admission forms, and also when updating their child's contact/information details.

Free School Meal Information

Please either contact the school office for confidential advice and assistance or use the website link below:

<http://forms.northumberland.gov.uk/AF3/an/default.aspx/RenderForm/?F.Name=NrkoJMcNAw>

To qualify for free school meals for a family the applicant must be in receipt of CHILD TAX CREDIT (CTC) with an annual income that does not exceed £16,190 (as assessed by the Inland Revenue), Income Support, Income Related Employment and Support Allowance, Income Based Job Seekers Allowance, Guaranteed State Pension Credits, or Support under Part VI of the Immigration & Asylum Act 1999. Please note: applicants receiving any part of WORKING TAX CREDIT with their CTC will NOT qualify for free school meals. (By law, no other category of support payment or combination of tax credits qualify for Free School Meals.)

Please note, even if you do not wish your child to take their free school meal, the Pupil Premium grant is awarded following a successful application. Therefore families who are entitled to free school meals are urged to apply, even if they wish to send their child into school with a packed lunch.

Looked After Children and Adopted Children

The eligibility of Pupil Premium funding has now been extended to include those who have been looked after for six weeks or more by the local authority, and also children who have been adopted from care or leave care under a special guardianship or residence order. This change recognises that the needs of those children who leave care do not change overnight. The additional funding allows us to offer increased pastoral care as well as raising pupil attainment.

Whilst we recognise that these issues are sensitive, please rest assured you can talk to the school office in confidence if you wish to discuss your child's entitlement to Pupil Premium based on care arrangements or adoption.

Service Children

Children with parents in the armed forces are supported through the service child premium. The service child premium supports the education of children with parents who are currently in the armed forces, or have been a member within the last three years. It also supports children of parents who were killed in action.

Please let the school office know if your child qualifies for this funding.

Responsibilities

The Headteacher has overall responsibility for the spending of the Pupil Premium Funding and ensuring the best outcomes for this group of pupils.

The Governing Body are responsible for monitoring the effectiveness of the school's spending and for ensuring any difference in the attainment of disadvantaged pupils is diminished.

Heads of subjects are responsible for monitoring the performance of disadvantaged pupils through various monitoring exercises and data. They are responsible for ensuring that any differences are identified quickly and effective strategies are put in place for groups and individuals.

Pastoral leaders (Heads of Year and the Learning Mentor) are responsible for monitoring attendance and addressing welfare issues, liaising closely with families and outside agencies.

Teachers are responsible for the achievement of pupils in their class and must ensure that effective strategies are used that lead to good progress for all pupils, including disadvantaged pupils. They are responsible for ensuring assessment data is accurate and updated regularly so that progress can be monitored and evaluated.