Poplar Pupil Premium Policy 2018

As a Rights Respecting school (Articles 2, 27, 28, 29) we aim to ensure that all pupils reach their full potential at Poplar

**Principles**
We ensure that teaching and learning opportunities meet the needs of all of the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and Maths.

Pupil premium resources may also be used to target able children on FSM to achieve above age related expectations.

We endeavour to ensure that all parents are informed of pupil premium entitlement when they join the school.

**Provision**
The range of provision the Governors may consider making for this group could include:

- Providing access to specifically targeted intervention programmes such as 15 mins a day, Direct Phonics, Read Write Inc, Maths interventions and Bradford Talking Partners support.

- Additional Reading support through the ‘Beanstalk’ Reading volunteers scheme and peer reading activities.

- Providing time for class teachers to work individually with children on specific targets (pupil conferencing)

- Additional teaching and learning opportunities, or support for wellbeing of pupils, provided through learning mentors, trained Teaching assistants or external agencies such as TaMHS. (Targeted Mental Health in Schools)

- Providing 1 to 1 support, when required, for Pupil Premium pupils in Years 5 and 6 with an experienced teacher focussed on overcoming gaps in learning or helping to accelerate learning.
• Financial support to ensure that children do not miss educational opportunities due to financial hardship such as educational visits and residential trips.

• Encouragement to pupils to access the wider curriculum through provision of extra-curricular activities.

• Training for staff and teaching assistants in order to be able to deliver effective interventions programmes for pupils.

• The purchase of specific resources such as Accelerated Reader to specifically support achievement and attainment in Literacy and ‘Maths with Parents’ homework initiative for KS1.

• Opportunities for families to engage in the learning of their children and the school community through workshops, showcase events etc

**Reporting**

It will be the responsibility of the Headteacher that regular reports are produced for the Governors on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged Pupils

- an outline of the provision that is offered in the school.

- an evaluation of the impact, in terms of the progress made by the pupils receiving a particular provision.

**Appeal**

Any appeals against this policy will be through the Governor Complaints procedure.

Review date: April 2019