

THE PRIORY PRIMARY ACADEMY TRUST	DATE AGREED	SEPTEMBER 2019
POLICY AND PROCEDURE STATEMENT	REVISION DATE	SEPTEMBER 2020
 The Priory Primary School		
PUPIL PREMIUM POLICY		
HEAD TEACHER	MIKE STEWART	
CHAIR OF GOVERNORS	JONATHAN PENDER	

Purpose

The pupil premium was introduced in April 2011 and is additional funding, allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Evidence suggests there is often an inequality of outcome for children who are disadvantaged, and the funding is provided to help tackle the gaps in achievement.

Ofsted 2012 report on Pupil Premium:

'It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential, especially those whose needs, dispositions, aptitudes or circumstances require particularly perceptive and expert teaching and, in some cases, additional support'.

Accountability

Schools are accountable for the money, and we report to parents and governors on:

- The school's pupil premium allocation for the current academic year
- Details of how we intend to spend the allocation
- Details of how the previous academic year's allocation was spent
- The impact of this expenditure on the educational attainment of 'Ever 6 FSM' pupils

Our approach at The Priory

- We are committed to providing a high quality education for all children
- We track individual pupils throughout the year
- Where progress and/or attainment are a concern, we ensure that there is additional input
- Action plans, intervention strategies and support are based on experience of successful practice, and on research into specific strategies of particular benefit for FSM children, such as early intervention, effective feedback, peer-assisted learning, one to one support, self-assessment strategies and using ICT.

Monitoring the Pupil Premium grant

The Priory Governors monitor the expenditure and impact of the Pupil Premium Grant.

They use the following questions as a monitoring framework.

- Who are our potentially vulnerable pupils?
- Are they identified and tracked in appropriate ways?
- What do we know about the quality of our provision?
- Are we using well founded interventions?
- Are we evaluating the impact of interventions?
- How well is the use of PPG being monitored?
- Are we closing the gaps?
- How successfully do we involve parents?
- Where is our evidence?