

ST. ANTHONY'S SCHOOL

Pupil Premium



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School policy for Pupil Premium

School vision

St Anthony's School : Learning Together

The targeted and strategic use of pupil premium will support us in achieving our vision.

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. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Provision

- The range of provision the Governors may consider making for this group could include:
 - Reducing class sizes
 - Providing additional support
 - Access to enrichment and residential opportunities
 - Support to ensure pupils feel part of the school community.
- All our work through the pupil premium will be aimed at improving progress and positive experiences in school and ensure children within these groups are attaining in line with peers.

Reporting

- It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governors' on :
 - 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 meeting
 - 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