

## DfE guidance:

*Schools, headteachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.*

*It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.*

*'We know a good education is the key to improving young people's life chances, to enable them to progress into adulthood with the skills and confidence for success. The Pupil Premium will provide schools with the resources with which to address inequalities in the system and raise the attainment of those pupils from low income families'.*

SOURCE DFE WEBSITE

The DfE states that it is up to the individual school to decide how to spend this money to best benefit the individual children. The aim of the school is that all pupils should make good progress and that those receiving pupil premium should make as least as good progress – if not better than others in the school.

It is for schools to decide how the Pupil Premium, allocated to schools, is spent, since they are best placed to assess what additional provision should be made for the individual pupils. However they will be held accountable for how they have used the additional funding to support pupils.

Allocation of funding or strategies in supporting Pupil Premium Children at Ramsgate Holy Trinity School -

- Ensure teaching is at least good or outstanding – Quality First Teaching for all children. This raises the expectations of all children
- Increased funding in EYFS to ensure good speech and language skills so that children made good progress
- Additional teachers in Years 5 and 6 to enable smaller learning groups
- Contribution towards support staff hours to ensure Maths and English support
- Intervention Groups in Reading, Writing and Maths that may include PP children
- No charge for after-school clubs – access for all
- Thoroughly analyse which pupils are under achieving and implement intervention as necessary
- Use achievement data frequently to check whether interventions or strategies are working and make adjustments accordingly, rather than using the data retrospectively to see if something has worked

- Make sure that support staff, particularly teaching assistants, are trained and understand their role in helping pupils to achieve
- Systematically focus on giving pupils clear, useful feedback about their work, and ways that they could improve it.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils.
- Ensure that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.
- Have a clear policy on spending the Pupil Premium, agreed by governors and publicised on our website
- Data tracking - is used rigorously across the whole school and identifies all underachieving pupils. A disproportionate number of these could be disadvantaged pupils. The subsequent interventions are based on underperformance and other factors that contribute. These might be related, for example, to attendance, behaviour, or even factors outside of school.
- Effective teaching and learning – all staff recognise and accept that the vast majority of pupils’ progress comes out of Quality First Teaching and Learning on a day-to-day basis. There is, therefore, a drive for independent learning, the development of thinking skills and clear assessments that support learning.
- English and Maths support – Levels of progress and attainment are carefully tracked and monitored across the school. Pupils with low literacy and maths levels are provided with additional support. For disadvantaged pupils with literacy difficulties, the Pupil Premium funding is used to meet their individual needs in order to remove this barrier to learning.
- Targeted support – tailored individual support is provided across the curriculum and arrangements are made for resources to be available for each pupil as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve well. Information around targeted support expectations can be found in the mainstream core standards and staff are aware of the resource. Appropriate requests for resources are met quickly so that pupils can make the quickest possible progress.
- The full range of educational experiences – support is given to ensure that all pupils have full access to broad educational experiences.

Provision	Cost
BRP 1:1	
Toe by Toe 1:1	
Extra TA support in EYFS	
Guided reading intervention	
Extra teacher in Yr 5 and 6 for smaller groups	
Maths support (in school and after school)	
English support (in school and after school)	
Times Tables support	
Spelling support	
Fegans Counselling	
Writing tutorials with teacher	
Maths Tutorials with teacher	
Phonics support	
Nessy Dyslexia support	
Specialist dyslexia teacher	

This list is not exhaustive and may be added to as children join our school or other difficulties are encountered. It must be noted that whilst narrowing the gap for our children on free school meals is paramount, many of our other children will benefit from this initiative and the interventions, as listed above.