



Pupil Premium Policy

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Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

This policy refers to the DfE's information on what maintained schools must publish online.

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Use of the grant

We monitor levels of progress and attainment for all children very carefully. Where children would benefit from additional support to boost their learning, this funding can add to the opportunities that we are able to offer. Flexible focused teaching groups provide additional challenge and support for pupils. This is known as pre and post teaching.

The funding is used on a priority basis to support any child who needs it in order to achieve at least the levels expected for their age. This is reviewed on a termly basis so that the allocation is appropriate according to current levels of attainment and rates of progress.

In planning the ways to use Pupil Premium funding, the school recognises the challenges and barriers faced by children who are eligible for pupil premium funding. These can include: reduced access to out-of-school learning opportunities, reduced access to opportunities due to transport, lower starting points due to less opportunities for new experiences, lower levels of parental support at home with school work, lower attendance and /or inconsistent punctuality, ill health due to inappropriate diet and lack of exercise.

Summary of spending and actions being taken

Teachers in KS2 are delivering a very specific intervention programme, PiXL where the PP money goes towards providing tailored support, which is personalised for each pupil. This programme identifies any gaps in learning and details next steps for the pupil by providing targets and also a comprehensive bank of resources to support.

Reading is a whole school focus and the PP money is being targeted to improve outcomes in reading for eligible pupils. From Years 1 to 6 TA's deliver additional reading sessions to support the acquisition of phonic and comprehension skills.

Pupil Premium funding goes towards the development of curriculum areas such as forest school activities for eligible pupils. Forest school supports pupils to be, mentally and emotionally healthy, promotes healthy lifestyles and actively encourages physical health. It also supports personal and social development and helps with self-confidence and problem solving skills.

The school also allocates pupil premium funding to ensure support for wider learning and opportunities for all eligible children, including those who are not at risk either of underachievement or slow progress. This supports with such things as educational visits, access to extra-curricular clubs, horse riding, music tuition and purchase of instruments for children.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements of what maintained schools must publish online.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils. Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent January census. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mind-sets towards learning.

Analysing Data

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- we use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who Pupil Premium and vulnerable children are
- ALL Pupil Premium children benefit from the funding, not just those who are underperforming
- underachievement at all levels is targeted, not just lower attaining pupils
- individual needs of all children are considered carefully so that we provide support for those who could be doing “even better if...”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- set high expectations
- address any within-school variance
- ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- share good practice within the school and draw on external expertise
- provide high quality CPD
- improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention in KS1 and EYFS
- Extended learning out of school hours

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- using team leaders to provide high quality interventions across their phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
 - Beanstalk – volunteer readers
- providing support for parents
 - to support their children’s learning within the curriculum
- tailoring interventions to the needs of the child, e.g. targeted maths revision sessions in the afternoons for children who struggle in the main lesson
- recognising and building on children’s strengths to further boost confidence.

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected half termly so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure they are accurate
- teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working
- case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- a designated member of the SLT maintains an overview of Pupil Premium spending
- a Governor is given responsibility for Pupil Premium.

Reporting

When reporting about Pupil Premium funding we will include:

- information about the context of the school
- objectives for the year
 - reasons for decision making
 - analysis of data
 - use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total PPG (Pupil Premium Grant) received

- Total PPG spent
- Total PPG remaining
- a summary of the impact of PPG
 - Performance of disadvantaged pupils compared to non-Pupil Premium children
 - Other evidence of impact, e.g. Ofsted, Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for Pupil Premium spending the following year.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

(Signature)

(Role)

(Date)