

GREAT WISHFORD C.E. (V.A.) PRIMARY SCHOOL



PUPIL PREMIUM POLICY

We will provide a happy, caring, family environment where children feel inspired. We know that every child matters – whatever their skills and abilities, whatever their background and whatever their aspirations. Belonging to a safe and nurturing community, founded on strong Christian values, children will develop an array of skills that will equip them to meet the challenges of our ever changing world and to make their own positive contribution to our global society.

Background

The pupil premium is a government initiative that targets extra money for pupils from deprived backgrounds. Research shows that these pupils underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The government uses the following as indicators of deprivation and they provide an amount of money for each child who is registered in each of these categories:

- Free School Meals (FSM) = £1345/child/year
- Looked After Children (LAC) = £2345/child/year
- Service Children = £310

Principles

The Staff and Academy Council of Great Wishford Church of England VA Primary School are committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the Government's aim of tackling all forms of disadvantage and working to ensure inclusion and equal access for all learners.

We recognise that the Pupil Premium Grant is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. 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.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Grant to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or wellbeing.

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

Provision

We are committed to the maintenance of high standards.

We offer provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best.

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

also acknowledging the affect that behaviour, emotional development and attendance has on progress in this (and other) areas.

Rationale for decisions about provision

Pupil Premium Funding will be used in the first instance to support the learning needs of the children in receipt of Pupil Premium who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'.

The school's leadership team (SLT) will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps in teaching.

A range of additional support resources and opportunities may be provided. These are to best meet the child's needs at the time and agreed following a discussion with the class teacher, SENCO and SLT.

We always seek to provide quality first teaching for all pupils. Timely teaching intervention is also used to maximise pupils' progress and attainment.

When considering the deployment and funding of additional adult support through pupil premium and other school budget monies, we carefully take into account the following options in order to maximise the impact for the pupil:

- Facilitating / supporting pupils' access to education through 1:1 or small group work with the class teacher or a TA.
- Facilitating / supporting pupils' access to the schools' curriculum including the purchasing of additional resources / staff training
- Support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions including those for emotional / behavioural needs
- Additional opportunities to enhance or complement the school experience e.g. after school clubs, school trips etc.
- Support from an outside agency
- Encouraging regular attendance for those children where attendance is an issue

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils. The Headteacher has overall responsibility for the implementation of Pupil Premium Grant. As such the Head will:

- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. (Information regarding eligibility and potential benefits to the school/child will be provided in posters, letters / newsletters and on the school website.)
- Keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement and use this to inform future strategies to combat social disadvantage
- Ensure all teaching staff are aware of which children within their class are in receipt of Pupil Premium Grant and are aware of their responsibilities in supporting all children in their class, including those who are socially disadvantaged
- Keep Pupil Premium high on the school's agenda by ensuring it forms part of the school development plan and is included within performance management discussions with teachers and teaching assistants.
- Liaise with Acorn Academt Trust and the Academy Council regarding the monitoring of the Pupil Premium Grant.
- Ensure all monitoring of impact and reporting is carried out (see below)

Monitoring and Evaluation of Provision

Once decided, additional provision is monitored regularly by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly, usually through pupil progress meetings and meetings to review the impact of interventions.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- relevant feedback from staff, the child, parents and other professionals who may be involved;
- teacher assessment evidence relating to improved confidence, wellbeing, attitude, behaviour etc.

The Academy Council will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

Reporting

The Head teacher and Disadvantaged Learner Lead or a delegated member of senior staff, will produce regular reports for the Governors' Body as part of the reporting on data and progress. This report will include:

- The progress made, by year group, for children eligible for the pupil premium compared to those children not in receipt of Pupil Premium Grant
- An outline of the provision and the impact of this provision
- The average progress of the pupils receiving support funded from pupil premium
- An outline of the provision that was made since the last meeting

NB: Due to the very low numbers often on free school meals, information regarding provision and progress may be more appropriate on an individual child basis (anonymously)

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used for socially disadvantaged pupils.

Review

This policy will be reviewed every year.

Date: March 2021

Review Date: March 2022