

Community Primary School Hampshire



Pupil Premium Policy

Adopted on:	Nov -23
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	Nov 25

Pupil Premium Policy

The Pupil Premium grant is additional funding for publicly funded schools in England. It is a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation.

It is allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

Context

Cherrywood Community Primary School has an inclusive ethos which benefits all children. The school has a continual and forensic focus on school improvement and all its actions are based on detailed observation and analysis.

The school has a high percentage of children who are eligible for Pupil Premium (disadvantaged) funding and a small group of children eligible for Service Pupil Premium.

The school has, for many years, closely tracked the attainment and achievement of individuals and groups, including on the basis of gender, English as an additional language, prior attainment, special educational needs, and disadvantaged (those in receipt of Pupil Premium funding). One of the strengths of the school is that children are known individually by adults who cater for a wide range of learning, social, emotional, and behavioural needs which can sometimes form barriers to learning.

Principles

The school enthusiastically welcomes the opportunities provided by Pupil Premium funding and shares the government's aim of tackling all forms of disadvantage to ensure inclusion and equal access and opportunity.

When deciding how this substantial additional funding is to be spent, the school draws from a wide range of sources of evidence, including:

- The detailed knowledge of the adults working in the school about the needs of, and barriers for, individual children and groups of children
- Summaries of attainment and progress made by teaching staff and shared with the Senior Leadership Team regularly
- The detailed tracking data which the school uses to measure progress and attainment
- The summative data produced by the DfE and the Local Authority
- The findings and recommendations of bodies such as The Sutton Trust, the DISS report: Maximising the Impact of Teaching Assistants and the extensive guidance from the Education Endowment Foundation

In addition, the school has established a Pupil Premium Strategy group (PPSG), consisting of key members of teaching staff, the Headteacher/Pupil Premium Lead, the Inclusion Lead, the Family Support Worker, the Business Manager, and Governors with responsibility for monitoring the allocation of the pupil premium

funding. This group is responsible for collecting evidence and evaluating the impact of this spending, as well as keeping up to date with current best practice to adjust provision and plan for future years.

Provision

We always seek to provide inclusive quality first teaching for all children. We invest in training staff in aspects of teaching which have been proven to be highly effective and of benefit to all children particularly those who are socially disadvantaged. The barriers to learning which some children face are such that individual provision may be appropriate. For these children focused, time-limited interventions delivered by skilled teachers and learning support assistants can maximise progress and attainment.

The school's Inclusion Lead plans and co-ordinates provision for those disadvantaged children with other identified vulnerabilities.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for Pupil Premium funding are disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for free school meals or qualify for Pupil Premium funding. We therefore allocate Pupil Premium funded resources to support any child or groups of children which the school has identified as disadvantaged.

Spending of Pupil Premium funding is allocated in accordance with our strategy plan (available on our website) and following regular needs analysis which identifies the barriers to learning and needs of classes, groups, and individuals.

The school offers a wide range of support and provision which aims to enable all learners to thrive and achieve their best. Our resources are deployed with the aim of accelerating progress, promoting a high level of engagement in learning, developing social and other skills which will enhance life chances including independence, resilience, and motivation, and facilitating participation in the wider curriculum.

The range of provision includes:

- Staff development to ensure that all staff are highly skilled and effective at addressing the needs of individuals and groups
- Additional staffing to enable teaching in small groups by skilled staff with a focus on overcoming gaps in learning
- Additional assessment to identify precise barriers
- Funding of Social Emotional and Mental Health trained Learning Support Assistant to lead targeted Emotional Literacy Support and other social and emotional skills interventions and provide classroom support
- Funding of Speech and Language trained LSA to lead targeted interventions and provide classroom support
- Funding of an Aiming High Ambassador to work with under-performing pupils to raise their aspirations and mentor/support them to reach their potential
- Funding a Cultural Ambassador both to work with children who are further disadvantaged by issues with language acquisition helping them with targeted interventions to enhance/accelerate language acquisition to enable them to fully access the curriculum. This individual also provides training and support to colleagues in developing their practice so they can better support these pupils. The

Cultural Ambassador leads the school's work in learning about and celebrating the diverse cultures in the school.

- Funding of a Family Support Worker to engage with disadvantaged families
- A broad curriculum which aims to include all children
- A wide and varied extra-curricular programme which offers experience outside the classroom to all children
- Free attendance at Breakfast Club

Monitoring and Evaluation

With a sharp focus on assessment for learning, we ensure that effectiveness of provision is monitored session by session, with teachers re-shaping tasks during the lesson and altering planning in the light of assessments for all children including those in receipt of Pupil Premium funding.

Overall effectiveness and impact are evaluated regularly by teachers and through analysis of data produced at key points throughout the year in pupil progress meetings. When evaluating, the Senior Leadership Team considers:

- Attainment and progress data
- Feedback from staff, children, parents, and other professionals
- Outcomes such as children's books
- Teaching observations by senior staff and external advisers
- Anecdotal evidence relating to improved confidence, wellbeing, attitude, and behaviour which are pre-cursors to improved learning

Provision is revised in the light of the above evidence.

In carrying out their general monitoring role, all governors will have particular regard to the planning and impact of provision for disadvantaged children (for example in specifically reviewing progress and attainment data for these pupils, attending pupil progress meetings and attending teacher led book scrutiny), and of their participation in all school activities.

Named governors have specific responsibility for monitoring provision for and the impact of Pupil Premium spending and report to the Full Governing Body, which has oversight of the use of the funding and its impact. These Governors are part of the PPSG, which meets twice yearly to review and assess impact of the Pupil Premium strategy.

Reporting

It is the responsibility of the Headteacher to report to the Governors at least twice yearly on:

- The numbers of children eligible for Pupil Premium funding and how they are distributed across cohorts
- An outline of current provision and any changes / additions to provision since the last report
- Specific cost of provision (if changed)

- An evaluation of the impact and cost effectiveness in terms of progress made by the children receiving a particular provision.

In addition, the Headteacher will, when presenting data at key points of the year, provide an analysis of the attainment and progress of this group compared with the relevant cohort as a whole across the school and, where this data is available (e.g. at the end of KS1 and KS2), compared with this group and all children nationally. Governors with responsibility for Pupil Premium will review outcomes at key points in the year including statutory assessments.

The Governing Body ensures that an annual statement to parents is published on the school's website detailing how the Pupil Premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils and the impact that this has had. This task will be carried out following guidance published by the DfE.

Appendix 1

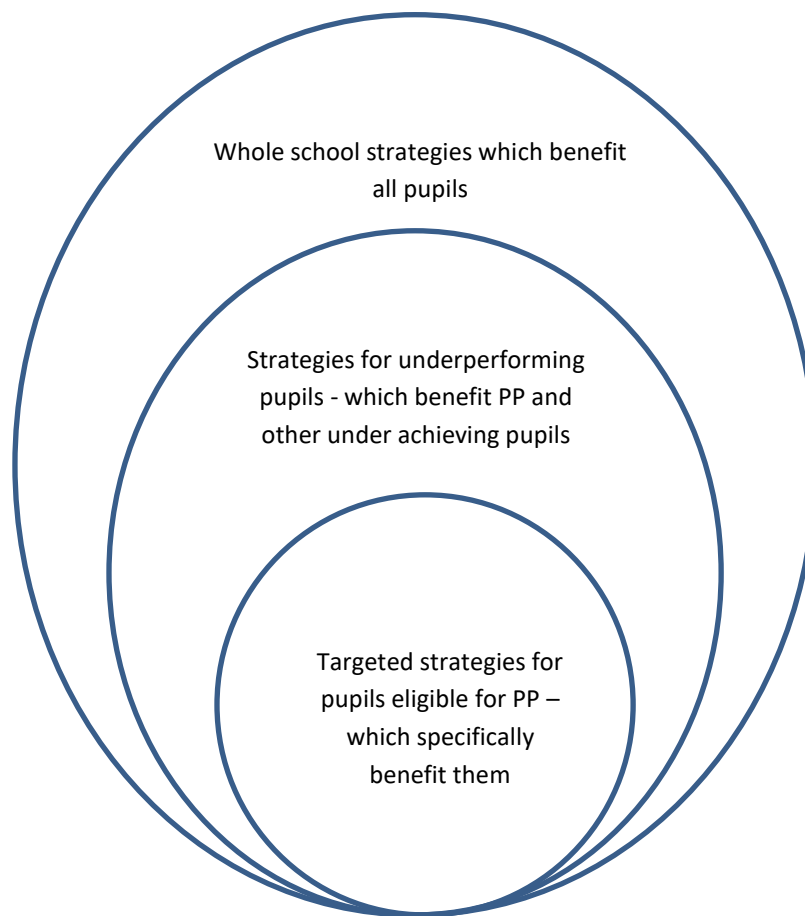


Diagram to show how provision is used to benefit Pupil Premium children