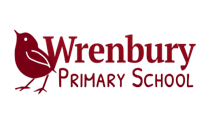
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**Pupil Premium Policy**

(Other policies linked to this policy: Inclusion policy, Equalities policy)

**Principles**

We are proud of the education we offer at Wrenbury Primary School where ‘we all matter’. We place a strong emphasis on inspiring our pupils and helping them to aspire and achieve their best both academically and personally. Every child with his/her individual needs and gifts is unique and special. All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

**Background**

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. The Government have used pupils entitlement to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year during the course of this current Parliament. At Wrenbury Primary we will be using the indicator of those eligible for Free School meals as our target children to ‘narrow the gap’ regarding attainment.

Pupil Premium grant funding is also available to support Looked After Children, adopted children and children with a parent serving in the armed forces while they are in school.

The Government is not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and to ‘diminish the differences’ for some children. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

**Provision**

In order to meet the above requirements, the Governing Body of Wrenbury Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2016-17 will be focussed on ‘diminishing the differences’ for those pupils not on track to achieve age appropriate national standards at the end of each Key Stage (Year 2 and year 6) and across Years 1, 3, 4 and 5. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring. The results of these will be reported to the Governing body in the Head Teacher’s termly Report. In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors 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 funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

**The range of provision**

* Facilitating pupils’ access to education and the curriculum through effective deployment of Teaching Assistants
* Bespoke intervention programmes across the school, matched according to needs.
* Adult support to facilitate social & emotional development and nurture
* Use of outside agencies to support the development of social skills e.g. Play Therapy Skills
* Provide experiences in order to broaden horizons for pupils eligible for FSM e.g. subsidised after school clubs from external providers, subsidised school day trips & residential trips
* Assistance with school uniform
* Homework Club

The SENCO, in conjunction with the Head teacher, will maintain an on-going programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors’ Curriculum Committee.

**Reporting**

It will be the responsibility of the SENCO & Head Teacher, to report to the Governor’s Teaching, Learning and Assessment Committee on:

• The progress made towards ‘diminishing the differences’, by year group, for socially disadvantaged pupils and those in receipt of pupil premium funding.

• An outline of the provision that was made during the term 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. It will be the responsibility of the Teaching & Learning Committee to ensure and outline the school’s progress towards ‘diminishing the differences’ for socially disadvantaged pupils is given to the school’s Governors on a termly basis.

The governing body will consider the information provided from the Teaching, Learning and Assessment Committee in the light of the data relating to the progress of the school’s socially disadvantaged pupils in conjunction with the revised schools’ league tables.

The parents will be informed, via the website, on how the Pupil Premium funding has been used to address the issue of ‘diminishing the differences’, for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

**Success Criteria**

The evaluation of this policy is based on how quickly the school can ‘diminish the difference’ between socially disadvantaged pupils and their peers.

**The success criteria for the Pupil Premium Policy are:**

• Early intervention and support for socially disadvantaged children

• The vast majority of socially disadvantaged children will meet their individual targets.

• Effective parental engagement.

• Having an effective system for identifying, assessing and monitoring pupils.

• Having a whole-school approach.

• Create a positive school atmosphere in which pupils’ differences are recognised and valued as full members of the school community;

• Developing confident and independent learners.

**To be reviewed: Autumn 2017**