

Pupil Premium 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 grant funding is a Government initiative that targets extra money at pupils from specified disadvantaged backgrounds, which research shows underachieve compared to their non-disadvantaged peers. The premium is provided in order to support these pupils in reaching their potential during their time in school. The Government has used pupil’s entitlement to Free School Meals (FSM) as one indicator for deprivation. A fixed amount of money is given to schools per pupil in receipt of FSM. A number of other factors including pupils registered for Free School Meals at any point in the last six years; Looked After Children, adopted children; children with a parent serving in the armed forces or having served in the armed forces for the last five years are deemed to put a child at a disadvantage. Consequently there is grant funding to support these children.

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.

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 between disadvantaged and non-disadvantaged children.

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 2017-8 will be focussed on ‘diminishing the differences’ for those pupils either 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 or to make at least good progress. 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 disadvantaged pupils, outlined in each child's provision map, which will be subject to the oversight and scrutiny of the Teaching and Learning and Assessment Committee.

Reporting

It will be the responsibility of the SENCO and 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 & Assessment Committee to ensure and outline the school's progress towards 'diminishing the differences' for 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 disadvantaged pupils.

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 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 disadvantaged pupils and their non-disadvantaged peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for disadvantaged children
- The vast majority of 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 2018