

Whitby Heath Primary School

Excellence in a Caring Community

All

Moving Forward Together with Hope



Pupil Premium Policy

Policy Written	Summer 2020
Reviewed & Agreed by Governors	September 2022
Next Review	September 2024

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. Schools will be accountable for 'narrowing the gap' and will employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'.

Pupil Premium Policy

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

Aims: Our work through the use of Pupil Premium is focused on accelerating progress, moving children to at least age related expectations.

Pupil premium resources are also used to target able children on free school meals to achieve higher levels and to target able children on FSM to achieve above the expected standard at the end of KS1 or KS2.

Pupil Premium resources will be used to ensure that all children can benefit from the wider curriculum opportunities we offer.

Principles:

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated teaching programme for learners.
- We use our data and school self evaluation to identify the appropriate provision to be provided by the grant.
- We evaluate, monitoring and track the impact of the provision funded by the grant.
- 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. In providing support we will not socially isolate pupils. Therefore, some groups receiving additional support will be a mix of FSM and non-FSM pupils.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils. We 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.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We track the impact of strategies put into place through the funding to ensure maximum value allowing use to effectively monitor, evaluate and review the success of the impact of the pupil premium funding.

Provision: The list below is not exhaustive but indicates some of the ways in which we plan to use the pupil premium.

- ✓ Learning Mentor pastoral support to engage and further raise confidence and aspirations of families and children.
- ✓ Use of My Happy Mind, ELSA and Art Therapy support to EHWB
- ✓ A creative and engaging curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.
- ✓ Pupil Premium is used for targeted support and interventions such as IDL, Pathways to Progress, Third Space and Maths Catch Up for identified children. It is also used for Read Write Inc teaching and training in our school to target accelerated progress for EYFS, Year 1, Year 2 and Year 3 children in reading and writing. Both of these programmes benefit a range of pupils, particularly our pupils in receipt of free school meals and post LAC.
- ✓ Constant staff development and training to ensure that all staff in school are able to provide for each individual child.
- ✓ A broad and varied extra-curricular programme to offer experience outside of the classroom to all children, including Forest Schools.
- ✓ Staff trained to support children who have experienced bereavement or loss of any kind.
- ✓ Individual mentoring and support programmes.
- ✓ Financial support to ensure that children do not miss educational opportunities due to financial hardship i.e. educational visits, residential visits and after school clubs.
- ✓ Providing in school support for children with particular educational needs.
- ✓ Additional teaching and learning opportunities through trained TAs and external agencies.

Reporting:

It is the responsibility of the Headteacher, DHT and SENCO to produce regular reports for the Governors on:

- ✓ The progress made towards narrowing the gap by year group for socially disadvantaged pupils.
- ✓ An outline of the provision that was made since the last meeting.
- ✓ An evaluation of the cost effectiveness in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issue of narrowing the gap for socially disadvantaged pupils. This task will be carried out within the requirements published by the DFE.

The Pupil Premium Governor **Mrs Helen Denny** is the governor designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy.

Pupil Premium Leads

In our school the Head Teacher, DHT and SENCo retain overall responsibility for leading the pupil premium strategy. These Pupil Premium Leads have overall responsibility for evaluating the impact of the funding.

Subject leaders

Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the HT. They are responsible for ensuring that pupil premium children make appropriate progress within their subject area.

All staff

All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.

Pupil Progress and Health Check meetings, held each half term, review the progress and attainment of all children including Pupil Premium children and how this progress and attainment measures against peers in school and nationally.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their 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 pupil school support,
- ✓ Having an effective system for identifying, assessing and monitoring pupils,
- ✓ Having a whole-school approach to ensuring high expectations and aspirations for all Pupil Premium children are consistent drivers for all staff.
- ✓ A positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

