



Elton Primary School & Nursery

Pupil Premium Policy

In our school, the wellbeing and education of all our children comes first

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| Full Governors | Spring 2022 |
| Review | Spring 2023 |

Elton Primary School and Nursery Pupil Premium Report, Policy and Guidelines

Children, parents and all those who work here belong to our school family. We show compassion, love and respect for each other and the world in which we live. Each of us is unique and we try to treat everyone as an individual to meet their needs both socially and educationally. In our school, every child really does matter.

AIMS:

All members of staff and governors accept responsibility for supporting those children whose families are in receipt of benefits – those families that the Government call “socially disadvantaged”. As a community, we are committed to meeting the pastoral, social and academic needs of both children and carers in a supportive environment. This is an essential integral part of the spiritual, moral and social development of the whole school community.

As with every child in our care, a child who is deemed to be “socially disadvantaged” is valued, respected and entitled to develop to his/ her true potential, irrespective of need.

BACKGROUND:

The Pupil Premium is a government initiative that targets extra money at pupils from ‘deprived backgrounds’ and also those with parents who are in the forces, which research shows underachieve compared to their peers. The premium is provided in order to support these pupils in reaching their potential.

The government have used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupils based on the number of pupils eligible for FSM.

The school staff are familiar with research relating to how to diminish the difference between the academic achievements of disadvantaged pupils compared to their peers, including areas identified by the Sutton Trust. A school priority has been to develop positive, relevant feedback to pupils which is becoming increasingly purposeful in all classes. The school has ensured that Teaching Assistants are well managed and receive regular training. We have considered metacognition and self-regulation which attempt to get pupils ready for learning through nurture and emotional support and appreciates that although essential in supporting some pupils it is often difficult to prove the impact of such initiatives.

The school provides pupils with a wide range of learning experiences including residential visits. Opportunities are regularly found to promote self-esteem in pupils and the school encourages pupils to raise their aspirations for the future. Teachers regularly meet with all parents, including those with children eligible for Pupil Premium, and adopt a ‘structured conversation’ approach to these discussions. Visitors into school are asked to talk to children to inspire them also.

All teachers are aware of the pupils in their classes eligible for Pupil Premium and report on their specific progress at termly review meetings. They prioritise disadvantaged children for both educational and academic support.

The headteacher has responsibility for Pupil Premium including assessment, expenditure and the impact on learning. Governors are well informed about developments in this area and the governor with responsibility for Pupil Premium reports directly to the full governing body each term.

Pupil achievement tracking is rigorous and gives indication of both attainment and progress for all pupils and pupils eligible for Pupil Premium. The gap between pupils eligible for Pupil Premium and other pupils is clearly identified for each year group.

Most of the support given to disadvantaged pupils and pupils making less than expected progress is through group work with either the teacher, the TAs and HLTA. The school believes that the support given by TAs and HLTAs is very strong as they have had appropriate training, regular performance management, expectations are clear and communication between teachers and TAs is good.

The headteacher is well supported by a team of capable staff. The school is proactive in encouraging good relationships between the different communities and in support for vulnerable families.

Following the covid-19 lockdowns, school has worked with the tuition company "Teaching Personnel" to provide small group tuition in maths and English as part of the National Tuition Programme. This tuition is subsidised by the government and prioritises disadvantaged children.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- 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 making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. 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. We aim to ensure that at least 70% of any group will be made up of disadvantaged children- staff are aware of this and regroup children as necessary when possible.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited

funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors consider making for this group **could** include:

- Training for staff in identified curriculum or pastoral areas that would address identified issues for disadvantaged children.
- Reducing class sizes thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher and or teaching assistant focussed on overcoming gaps in learning
- 1-1 support including pastoral areas.
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and Maths
- Pupil premium resources may also be used to target able children on Free School Meals to achieve mastery
- Provision will not be aimed at children with EHCP's as funding for need is already in place
- Additional admin time to help support attendance for disadvantaged children.

Reporting

It will be the responsibility of the Headteacher to produce regular 'anonymised' reports (no child will be named) for the Governing Body 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 the 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.
- Parents will also receive information as to the progress of pupils through personal information sent home on reports, through termly parents' evenings and through reporting of assessment results at the end of the academic year.
- The school's pupil premium and catch-up strategies are combined using a statutory DFE format and is published on the school's website.

Appeal

Any appeals against this policy will be through the governor's complaints procedure.