

Aims

This policy aims to clarify how the school will allocate Pupil Premium Funding within the context of Government policy.

Statutory Framework

The Pupil Premium is allocated to children from low-income families who are currently, or have recently been, known to be eligible for Free School Meals (FSM), and children whose parents are in the armed forces and children who have been looked after continuously for more than six months. This group of pupils are termed 'disadvantaged' by OFSTED.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address what it perceives to be underlying inequalities and ensure funding reaches the pupils who need it most.

It is for school to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, "since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DFE 2012)

2023-24 Pupil Premium Allocation and Programmes

The level of the premium in 2023-24 is £1,455 per child.

The total amount of Pupil Premium funding for this period is £90,210. This figure is based on 62 children. It is anticipated that there will be an adjustment to this amount at October 2023 census. There is an additional £12,650 allocated to 5 children who are post LAC. Again, this number may change following October 2023 census. In total the Pupil Premium funding currently stands at £102,860. The school intends to allocate funding for the next financial year by:-

- Purchasing additional technical resources to support pupils in securing key maths and reading skills.
- CPD based on the High Performing Learner Model
- Early intervention with a focus on language development and literacy
- Building cultural capital (e.g. High focus on ensuring disadvantaged pupils have high expectations for themselves and for what they can achieve, cultural trips and visits strategically planned, extra-curricular clubs, curriculum design and enrichment, investment in resourcing the learning environment and resources and focus on building knowledge and readiness for learning)
- Purchase of school uniform, sports kits and equipment, outdoor education clothing
- High curriculum focus on the development of reading and oracy skills
- Investment in quality texts and visiting storytellers/poets and resources to support the development of reading and oracy
- Implementing an individualised approach to addressing barriers to learning and emotional support
- Investment in resources to support early language development and social skills
- Invest in CPD for speech, language and communication
- Maintain pastoral and emotional/ well-being support, including the use of the Early Help Process for families and children to identified vulnerable pupils
- Teaching approaches are focussed on addressing gaps in learning and building vocabulary
- Assistant Teacher targeted interventions to deliver named interventions to identified vulnerable pupils throughout school- such as Art Therapy, What Makes Me Great
- Rigorous monitoring of attendance and punctuality reported to governors

Measuring the impact of PPG spending

In measuring the impact of our PPG spending, we will identify and evaluate the extent to which eligible pupils:

- Have built cultural capital and have a greater knowledge and understanding of the world around them and their place in it
- Have developed their language, literacy and communication skills
- Are reading at an age appropriate level
- Diminished gaps in general knowledge and skills
- Social and emotional needs are met
- Have high attendance and excellent punctuality
- Achieve and attain in line with non-eligible peers

Nursery	<ul style="list-style-type: none">• 77% of disadvantaged children are on track to achieve inline in Communication and Language, Reading and Writing
Reception	<ul style="list-style-type: none">• 77% of disadvantaged children are on track to achieve inline in Communication and Language, Reading and Writing
Year 1 4 PP	<ul style="list-style-type: none">• 75% disadvantaged children are on track to achieve inline in Reading, Writing, Maths and 25% above.
Year 2 10 PP	<ul style="list-style-type: none">• 80% disadvantaged children are on track to achieve inline in Reading, Maths and 20% above.• 70% disadvantaged children are on track to achieve inline in Writing and 20% above.
Year 3 6 PP	<ul style="list-style-type: none">• 67% disadvantaged children are on track to achieve inline in Reading, Writing, Maths and 33% above.
Year 4 3 PP	<ul style="list-style-type: none">• 67% disadvantaged children are on track to achieve inline in Reading, Writing, Maths and 33% above.
Year 5 14 PP	<ul style="list-style-type: none">• 71% disadvantaged children are on track to achieve inline in Reading, Maths and 29% above.• 71% disadvantaged children are on track to achieve inline in Writing and 14% above.
Year 6 17 PP	<ul style="list-style-type: none">• 82% disadvantaged children are on track to achieve inline in Reading, Maths and 23% above.• 76% disadvantaged children are on track to achieve inline in Writing and 18% above.

Impact on Children

The progress and attainment of Pupil Premium children who are entitled to FSM is measured and evaluated on a termly basis by senior leaders and representatives from the Governing Board through the school's standards committee. This committee are scheduled to meet to review this pupil premium strategy on 17th October 2023, 30th January 2024 and 14th May 2024. A detailed evaluation outlining the full impact of Pupil Premium spending is available at the end of the academic year and can be viewed on our school website