

Sandford Primary School

PUPIL PREMIUM POLICY

Updated: October 2024

Review: October 2025

This policy is to be reviewed every 2 years

Aims

Sandford Primary School have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but embracing your passions, having a solid foundation, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every opportunity to prepare them for the future. This is underpinned by our school vision statement:

Our goal is a nurturing community that expects respect, encourages creativity and embraces aspiration.

Pupil premium funding represents an important proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils receiving Free School Meals and pupils who are in care (CiC/LAC). Research shows that these groups are more vulnerable to underachievement compared to their peers. The premium is provided to enable these pupils to work at the same standard as their non-pupil premium peers and make the same, if not better, progress.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil, based on the number of pupils registered for FSM over a rolling six-year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. Sandford Primary School will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be fewer opportunities to take part in extra-curricular activities, less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There

Pupil Premium Policy

may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. At Sandford, we use research carried out by EEF to ensure the most effective and evidence-based strategies are used, which fit into our 3-tiered approach (Whole School / Targeted Support / Wider Strategies)

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning
- staff actively look after children’s mental health

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data (academic/attendance/behaviour/extra-curricular) so that they are fully aware of strengths and weaknesses across the school
- We use research (Such as the Sutton Trust Toolkit/ Education Endowment Foundation) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- parents of all EYFS/KS1 pupils will be fully aware of the procedures and benefits of registering their children for the premium *even though their children are already eligible for KS1 FSMs*
- ALL staff are aware of who our disadvantaged children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive at least good teaching, with a high percentage of outstanding teaching achieved by:

- Having high expectations

Pupil Premium Policy

- Ensuring consistent implementation of effective feedback, guided reading and phonics
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD
- Maintaining effective assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “close the gap” through:

- Improving attendance and punctuality
- Following a ‘keep up, not catch up’ approach
- Using NTP and Catch Up funding effectively
- Providing space at Breakfast Club so children can begin their school day in the right frame of mind

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring support staff and class teachers communicate regularly
- Delivering effective, tailored intervention where necessary
- Working with other agencies to bring in additional expertise (e.g. social skills and self-esteem support groups, school nurse)
- Providing extensive support for parents (e.g. Learning Mentor advice and signposting, relevant workshops, anxiety and self-esteem support groups)
- Recognising and building on children’s strengths to further boost confidence (e.g. enrichment group, performing arts opportunities, Extra-Curricular activities)
- Ensuring pupils have self-efficacy and leadership opportunities

Going the Extra Mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing completely individualised intervention for set periods of time to support children in times of crisis. This would follow our Graduated Response / ADPR process and monitored using school systems.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, emotional literacy data, attendance data, behaviour data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Academic Assessment Data is collected termly so that progress can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings x3 per year and the identification of children is reviewed
- Regular feedback about performance is given to children and parents/carers

Pupil Premium Policy

- Interventions are adapted or changed if they are not working
- A designated member of the SLT/School Bursar maintains an overview of pupil premium spending
- A named member of staff will have the responsibility of PP Mentor
- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year (reasons for decision making, analysis of data, use of research)
- nature of support and allocation (Learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- an overview of spending (Total PPG (pupil premium grant) received, Total PPG spent, Total PPG remaining)
- a summary of the impact of PPG (Performance of PP pupils compared to nonPP children), other evidence of impact e.g. Ofsted, Accreditations, case studies (pastoral support, individualised interventions), implications for pupil premium spending the following year.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Chair of Governors
(Print Name)

Executive Headteacher
(Print Name)

Signed

Signed.....

Date

Date