



2024

Policy for the use of the Pupil Premium Grant

Background

In April 2011, the Government introduced a Pupil Premium Grant (PPG). PPG is in addition to schools' main funding and is allocated to children from families who are currently known to be eligible for Free School Meals.

Philosophy

At Stokes Wood Primary School we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of Pupil Premium Grant (PPG) will support us in achieving this.

Purpose

- 1.To ensure consistency in our approach to supporting children who are eligible for the PPG
- 2.To specify the outcomes and targets for this group of pupils so that they can be closely monitored and evaluated and their progress tracked.

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. The greater proportion of any group, supported through Pupil Premium funding, will be made up of FSM children
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. These will be detailed on the School Improvement Plan, the school's Self Evaluation Form and other school data documents.



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- Limited funding and resources means that children receiving free school meals may not be in receipt of pupil premium interventions all the time.

Culture

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 a 'growth' mind set towards learning

Analysing data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use educational research to support us in determining the strategies that will be most effective

Identification of pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- 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

Day to day teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables eg marking and quality first teaching
- Sharing good practice within the school and drawing on internal expertise
- Assessing accurately and making good use of moderation with colleagues from our own school and from other schools



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Increasing learning time

We will maximise the time children have to 'catch-up' through:

- Improving attendance and punctuality (for example breakfast club and walking bus)
- Providing earlier intervention
- Making good use of 'early morning work'

Individualising support

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 additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

Going the extra mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

Monitoring and evaluation

We will ensure that:

- A wide range of data is used - achievement and progress data, pupils' work, observations, learning walks, and staff, pupil and parent voice
- Assessment data is collected regularly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A governor is given the responsibility for pupil premium

Reporting

It will be the responsibility of the Assistant Headteacher for Assessment, to include the following information in the annual data report for the Governors:



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- 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 annual report
- 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 Grant has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This will be included on the school website.

Outcomes

1. Narrowing the gaps for both attainment and progress.
2. Accelerated progress of those children identified
3. All socially disadvantaged children will take a full part in the school's curriculum including educational visits

Appeal

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

To be reviewed annually