



## Buckland Primary School PUPIL PREMIUM POLICY



Policy originator	Alison Pearce-Kelly
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### School Aims

At Buckland Primary School we believe that every child has an equal entitlement to the BEST possible education. We strive to ensure that all our children reach the highest possible level of attainment, whilst acknowledging that the level of attainment is affected by many factors and may vary considerably between pupils. We have high aspirations and expectations for all our pupils and seek to meet the individual needs of every child, regardless of background.

### The Pupil Premium

The school receives additional funding from the Government for the purpose of providing targeted support to help raise attainment and narrow the gap between children from low income or other disadvantaged families and their peers. Schools have the freedom to spend the Premium in the best way they see fit to achieve these outcomes.

There are four categories of children who qualify for pupil premium:

- Children who have been eligible for free school meals (FSM) at any point in the last six years (Ever 6 FSM)
- Looked after children
- Armed forces children
- Children adopted from care

### Context

Research shows that, for various reasons, pupils from disadvantaged backgrounds underachieve compared with their peers.

Common barriers to achievement for FSM children can be:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The targeted and strategic use of pupil premium can be very effective in raising the achievement of these pupils.

## Principles

- ALL staff are aware of who the vulnerable children are and which of them are eligible for PP funding.
- Staff have high expectations for all children and actively support them to develop growth mindsets towards learning.
- Teaching staff are responsible for the progress of EVERY child in their class and “no excuses” are made for underperformance.
- We ensure that teaching and learning opportunities meet the needs of all pupils – this includes providing personalised interventions as required.
- We track the progress of all pupils closely and seek to identify and overcome barriers to learning.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.
- ALL eligible children benefit from the Pupil Premium funding, not just those who are underperforming, with the aim of accelerating pupil progress (initially in language and communication, reading, writing and maths).
- The allocation of the funding will vary according to the needs of the pupils.

## Provision

We have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision has the full support of the Governing Body and includes:

- Providing 1-1 and small group work with an experienced teacher focussed on overcoming gaps in learning
- Staff development and training to ensure that all staff in school are able to provide for each individual child
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice, including ELSA support
- Paying for activities that broaden the curriculum, including provision for high achieving children
- 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 or external agencies, including specific intervention programmes tailored to the needs of the child
- Family learning opportunities to raise aspirations of families and children

## **Reporting**

It will be the responsibility of the Head Teacher, or a delegated member of staff, to report to the Governors on:

- the progress made towards narrowing the gap, for socially disadvantaged pupils
- an outline of the provision
- an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

Parents will receive information as to the progress of pupils through personal information sent home on individual education plans, through discussion with teachers running interventions and through reporting of assessment results at the end of the academic year.

The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This statement will be published on the school's website.