



Manor Primary School Pupil Premium Policy

Approved by governors: September 2020

To be reviewed: September 2022

Principles

We will ensure that teaching and learning opportunities meet the needs of all of the pupils and 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. It is considered a good and valid use of Pupil Premium funding if all pupils at the school, whether disadvantaged or not, occasionally benefit from elements of spending. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which, research shows, underachieve compared to their non-deprived 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 pupil, based on the number of pupils registered for Free School meals. Looked after children and formerly looked after children adopted from care or subject to a child arrangements order or a special guardianship order receive Pupil Premium Plus at a slightly higher rate. This fixed amount of money may change each year and has gradually increased since its introduction. At Manor Primary School we will be using the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is data available in performance tables comparing the pupils receiving Pupil Premium and those that don't.

Provision

In order to meet the above requirements, the Governing Body of Manor Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

The range of provision

The range of provision the Governors may consider includes:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Providing small group work focussed on overcoming gaps with learning support
- Additional teaching and learning opportunities provided through learning mentor, trained TAs or external agencies.
- Pastoral and emotional support through nurture groups.
- Specialist Communication Language and Literacy support for children in EYFS.
- Purchase of learning resources including IT packages, targeted at disadvantaged groups
- Support for disadvantaged families in accessing enrichment activities such as school visits and musical tuition.

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 Literacy and Numeracy. Pupil premium resources may also be used to target able children on FSM to achieve greater depth.

The Governors of the school will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

The SENDCO, in conjunction with the Deputy Head Teacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight from the Governors' Curriculum Committee.

Reporting

It will be the responsibility of the SENDCO to produce a termly report for Governors outlining:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils and an outline of the provision that was made during the term 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.

It will be the responsibility of the Head teacher to ensure an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the FGB on a termly basis.

The Governors will ensure that there is an annual statement to the parents published on the school website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.