



Pupil Premium Policy

Date Agreed by Governors: January 2024

Review Date: _____

Vision: "Growing together, respecting each other."

Mission Statement: To inspire children to achieve their true potential in a happy and safe environment.

School Values: Family, Resilience, Challenge, Aspiration, Potential.

Our School Vision and Mission Statement underpin our whole ethos. We are a large community school that supports a broad range of families; we are proud in supporting all children to thrive and have the opportunity to exceed their potential through work and play.

Sherdley Primary School aims to provide opportunities for our pupils to meet our expectations:

- Always follow instructions
- Be resilient
- Caring, sharing and kind
- Demonstrate responsibility to others and self
- Expect the best of ourselves

We feel that these expectations help our pupils to make a positive contribution to their community and the wider society. We aim for all learners to enjoy their education and make good progress from their different starting points, in all areas of learning. Pupils are helped to achieve their potential within the Sherdley family, we recognise that every child is unique; we tailor the learning, curriculum and provision to embrace the individual's personal interests that are reflective of our community and to meet their needs.

Our immersive curriculum, which follows the National Curriculum, has been uniquely designed to meet the diverse needs of all our children and community. It aims to give them the life opportunities, ambition and aspiration that will enable them to become fulfilled, successful and responsible citizens for the world that they will inhabit. Our curriculum design also aims to address several barriers to learning, they are:

- School readiness for our younger children
- Community aspirations
- Parental engagement with school life
- Punctuality and attendance
- Life experiences of our children

We want our children to: develop imagination and creativity; acquire skills and abilities; have a love of learning and achieve their full potential. Through our school values along with respect, teamwork and partnerships, we will work together to ensure that all children are treated equally, have opportunities to succeed and become responsible and well-mannered citizens who achieve their full potential in modern Britain.

Principles of this policy

Every child with his/her individual needs and gifts is unique and special. All members of staff, governors and learning support assistants accept responsibility for 'socially disadvantaged' and vulnerable pupils. We are committed to meeting their pastoral, social and academic needs within our caring environment. As with every child in our care, a child who is considered to be 'socially disadvantaged' or vulnerable is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background to this policy

The pupil premium grant was introduced in April 2011 and paid by means of a specific grant based on school

census figures for pupils at our school who are registered as eligible for Free School Meals (FSM) IN Pre-school to Year 6.

The pupil premium targets dedicated money to pupils from disadvantaged backgrounds. This is based on research which shows that these children often 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 (Ever 6) 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. This fixed amount of money will increase every year of the course of this current Parliament.

At Sherdley Primary School we will use the Free School meals (Ever 6) indicator and our own knowledge of vulnerability to highlight children 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 strategies that have been thoroughly researched and their effectiveness in 'narrowing the gap' well evaluated. They also request that strategies be employed based on the school's identified 'Barriers to Learning'.

The Disadvantaged Gap

The Education Endowment Foundation reports that 'the disadvantaged gap is big and growing.'

There is a 19-month gap at the start of school between the most and least advantaged children. This gap only widens as children get older. Pupils who do not reach the minimum expected level in English and Mathematics aged 11 rarely catch up by the time they reach 16 and without at least five good GCSEs most will struggle to achieve their goals, either for further study or in the world of work.

Provision In order to meet the above requirements

The Senior Leadership Team and the Governing Body of Sherdley Primary School will ensure that provision is made which secures the needs of all 'disadvantaged' pupils. Our priority will be focussed on 'raising the attainment' for those pupils not on track to achieve age related expectations. We will also prioritise vulnerable children who may need a high level of pastoral support to achieve. As part of the additional provision made for pupils who belong to vulnerable groups, the Senior Leadership Team and Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

Regular in-house tracking and data reviews will highlight individual children and groups of children who are not making the expected progress.

In making provision for socially disadvantaged pupils, the Senior Leadership Team and Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. The Senior Leadership Team and Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Senior Leadership Team and Governors 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.

To ensure appropriate strategies are employed, the SLT and Governing Body have identified many 'Barriers to Learning' at our school. These include:

Academic Barriers:

- Low levels of communication and language on entry to Pre-school and Reception
- Readiness for School – our Pre-School children
- Low levels of English and Maths skills
- Behaviours for Learning

Non-Academic Barriers:

- Attendance and Punctuality
- Low Aspirations
- Social, Emotional, Behavioural and / or Mental Health needs
- Social Deprivation

Overall responsibility for the success of our approach to addressing these barriers remains with the Headteacher; however, the Deputy Headteacher has responsibility for reviewing the impact of strategies employed and interventions, the Assistant Headteacher & SENDCo for reporting on the tracking target pupils' attainment and progress and for producing an annual statement of intended strategies based on our pupil premium allocation. The Pupil Premium Strategy is available on our school website. The Assistant Headteacher & SENCo, Deputy Headteacher and Phase Leaders also play a key role in ensuring the success of our pupil premium strategy.

The way in which we utilise our pupil premium allocation may fall into 3 'stages' – all intended to have a desired outcome based on our identified barriers to learning:

Quality of Teaching

The quality of teaching and professional wave of support for Pupil Premium is based upon staff receiving regular training and where appropriate providing additional staff (experts in a specific area) for pupils to access, e.g. additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists, access to therapeutic interventions and advice. EEF Research helps identify the focus for CPD and training.

Targeted Academic Support

The targeted academic wave of support for Pupil Premium is based on pupils accessing up to date equipment and technological resources to increase the motivation of the pupils. Pupils will also access support through The Hub and The Haven, Learning to Work programmes, NELI, Chatty Therapy and other software programmes.

Wider Strategies

Wider strategies enable pupils to take part in school life such as extended school activities and trips. E.g. Paying for activities that broaden the curriculum and purchasing of key educational equipment. Staff training including Mental Health, Emotional Support and strategies, EWS service level agreement. Direct work from the Attendance Officer and the pastoral team.

Reporting

The Headteacher will report to the Curriculum & Assessment Committee termly. The Resources Committee will also ensure value for money best practices are adhered to in the pupil premium statement.

This policy is to be reviewed bi-annually in line with government changes and budget development.