

# Treeton C of E Primary School

## Pupil Premium Policy

Pupil Premium Leader: Aileen Brooks

**Reviewed: September 2024**

**Date of next review: September 2025**

### **Intent**

At Treeton C of E, we are committed to providing the best possible education and support for all our pupils. We recognise the importance of addressing educational inequalities and ensuring that every child has an equal opportunity to succeed. The Pupil Premium is an important tool in achieving this goal, as it provides additional funding to support our disadvantaged pupils. This policy outlines how we will effectively and responsibly use Pupil Premium funding to enhance the educational experiences and outcomes of eligible pupils.

### **The Pupil Premium**

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). It is aimed at addressing underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [https://primarysite-prod-sorted.s3.amazonaws.com/treeton-ce-primary-school/UploadedDocument/8da42b96-479b-41ab-9bca-443847b97e7e/2022-23-pupil\\_premium\\_strategy\\_statement-1.pdf](https://primarysite-prod-sorted.s3.amazonaws.com/treeton-ce-primary-school/UploadedDocument/8da42b96-479b-41ab-9bca-443847b97e7e/2022-23-pupil_premium_strategy_statement-1.pdf)

### **Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces. The school will use the grant to support these groups, which comprise of pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

The premium is provided to enable these pupils to be supported to reach their potential and have experiences and opportunities to support this.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

### **Eligibility**

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS-Year 6.

Eligible pupils fall into the categories explained below:

#### **Ever 6 free school meals**

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

#### **Children in Care**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

#### **Children Previously in Care**

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

#### **Ever 6 service children**

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

### **How we use Pupil Premium funding**

When making decisions about using pupil premium funding, we have considered the context of our school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

The use of our pupil premium aligns with the 3-tiered approach described in the EEF’s pupil premium guide, such as:

1. Supporting the quality of teaching, such as staff professional development;
2. Providing targeted academic support, such as boosters
3. Tackling non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

### **Intended outcomes**

The intended outcomes for all pupils in receipt of pupil premium funding are as follows:

- Their attainment will be in line with their peers
- Their achievement will be in line with their peers
- Their attainment and achievement will be supported by their parents’/carers’ engagement
- Their engagement and achievement of learning inside school will be supported and facilitated
- Their engagement and achievement of learning outside school will be supported and facilitated
- Their attendance will be in line with national expectations

**Strategies and Interventions:** We will use Pupil Premium funding to implement a range of strategies and interventions that align with our intended outcomes. These may include:

1. **Quality Teaching:** Investing in continuous professional development for teachers to enhance their skills in addressing the needs of disadvantaged pupils and delivering high-quality instruction.
2. **Targeted Interventions:** Providing small group or one-on-one support in literacy and numeracy to pupils who are falling behind, as well as interventions to support their social and emotional well-being.
3. **Early Intervention:** Identifying pupils who are at risk of falling behind early on and providing timely support to prevent their difficulties from escalating.
4. **Enrichment Activities:** Offering extracurricular activities, educational trips, and cultural experiences to broaden pupils’ horizons and provide enriching learning opportunities.
5. **Resources and Materials:** Ensuring that disadvantaged pupils have access to the necessary learning resources, including books, technology, and equipment.

6. **Parental Engagement:** Establishing effective communication channels with parents and guardians, providing workshops and resources to support learning at home, and involving families in their child's education.
7. **Monitoring and Evaluation:** Regularly assessing the impact of our Pupil Premium strategies and interventions, making data-driven decisions, and adjusting approaches as needed.

### **Roles and responsibilities**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

All members of staff are aware of their responsibilities in narrowing the gaps of our pupils and will be given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements and pupil progress review meetings, staff will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Pupil Premium Lead to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the other progress made by the pupils receiving a particular provision, when compared with other forms of support

The Pupil Premium Lead has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. They have expert and informed knowledge of evidence-based research of 'what works' and 'how' this works in narrowing the gaps. They know how to customise this research to fit the needs of our pupils and school context. The leader will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. They will also check to see that it is providing value for money.

### **Teaching and Support Staff will:**

- Maintain the highest expectations of ALL pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantages backgrounds to thrive
- ALL staff are aware of who pupil premium and vulnerable children are

- ALL staff will use adaptive teaching and provide scaffolding for success to ensure mastery for all pupils
- ALL staff will be aware of the power of 'I see you' and understand the needs of each child
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained
- Staff adopt a "solution-focused" approach to overcoming barriers
- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement
- Provide learning packs for all children in receipt of Pupil Premium funding and ensure these are delivered at least once a week. These packs will be updated at least each half term, or more frequently as the child's needs develop.

### **Learning Packs**

At Treeton C of E, we firmly believe that every child has the potential to excel, and our Pupil Premium policy reflects our dedication to unlocking that potential for all our disadvantaged pupils. By implementing targeted academic support evidenced through personalised learning packs, promoting inclusivity, and fostering a supportive learning environment, we aim to create a brighter and more equitable future for every child in our care.

Each child in receipt of pupil premium has a learning pack which ensures that they receive weekly additional support. Support varies from catch-up sessions to after school club boosters. These are reviewed and updated every half term. Any actions taken to help pupils achieve their potential are recorded on a learning log.

### **The Inclusive Classroom**

Creating an inclusive classroom environment can offer numerous benefits for Pupil Premium children, who often face socioeconomic challenges and may be at risk of falling behind in their education. Here are some of the benefits of an inclusive classroom for Pupil Premium children:

- **Improved Academic Achievement:** Inclusive classrooms promote differentiated instruction, allowing teachers to tailor their teaching methods to meet the diverse needs of all students. This can lead to improved academic performance, as Pupil Premium children receive targeted support to help them succeed.

- **Enhanced Social and Emotional Development:** Inclusive classrooms foster positive relationships and social interactions among students from various backgrounds. This can lead to improved social skills, empathy, and emotional development for Pupil Premium children, helping them feel more included and valued.
- **Reduced Stigmatisation:** Inclusive classrooms help reduce the stigma associated with being a Pupil Premium student. When all students are part of the same learning environment, it can be less obvious who receives additional support, reducing potential feelings of isolation or inferiority.
- **Increased Self-Esteem and Confidence:** When Pupil Premium children feel included and supported, their self-esteem and confidence can grow. They are more likely to participate in class activities and engage in learning experiences, which can have a positive impact on their overall well-being.
- **Access to a Diverse Learning Community:** Inclusive classrooms expose Pupil Premium children to diverse perspectives and experiences. This can broaden their horizons, promote tolerance, and prepare them for a diverse society.
- **Development of Collaboration and Communication Skills:** Collaborative learning has positive outcomes. Pupil Premium children can benefit from working with peers from different backgrounds, learning to communicate effectively and collaborate on tasks and projects.
- **Individualised Support:** In an inclusive classroom, teachers are more attuned to the specific needs of each student, including Pupil Premium children. This allows for adaptive (responsive) teaching and support strategies that address their unique challenges.
- **Preparation for Real-World Diversity:** Inclusive classrooms mirror the diversity of the real world. Pupil Premium children who learn in such environments are better prepared to navigate a diverse society and workforce when they leave school.
- **Higher Aspirations:** Exposure to a variety of backgrounds and experiences in an inclusive classroom can inspire Pupil Premium children to set higher educational and career aspirations. They can see firsthand that success is attainable for individuals from all walks of life.
- **Legal and Ethical Benefits:** Promoting inclusivity is a legal requirement and it aligns with ethical principles of fairness and equality. Ensuring that Pupil Premium children are included and supported is not only beneficial but also a moral obligation.

In summary, an inclusive classroom can significantly benefit Pupil Premium children by providing them with a supportive, diverse, and equitable learning environment that fosters academic success, social growth, and overall well-being. It helps level the playing field and provides opportunities for all students to thrive regardless of their socioeconomic background. To promote inclusivity, the delivery of any targeted support for any child in receipt of pupil premium funding should be delivered in the classroom alongside their peers where possible. We strive to reduce stigmatisation which is the effect of separating these children from others to complete their learning.

### **Children who fall behind**

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and department leaders, and interventions put in place.
- b) If a pupil has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- d) The Pupil Premium Lead and SENDCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which type of provision the child will need going forward.
- f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

### **Rapid Graspers**

Treeton C of E Primary School is committed to ensuring that **all** children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged pupils who are 'rapid graspers' are provided with opportunities to not only access and embrace the curriculum, but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of their circumstances. Our aim is to help our children nurture existing talents and help them to identify new ones. These opportunities can be provided in and/or outside of school hours.

## **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- We regularly evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

## **Reporting**

We will report on the impact of pupil premium spending to the governing board on an ongoing basis.

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 diminishing the difference for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

## **Legislation and Guidance**

This policy is based on the pupil premium allocations and conditions of grant guidance 2023 to 2024, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

## **Appendix 1**

### **Guidance for setting up Learning Packs**

Each child in receipt of the pupil premium grant has a learning pack.

The following outlines expectations for the learning pack and items that should be present in the pack.

- An A3 transparent zip folder is provided for each child, and this should be labelled with the child's name
- A pack of stationary equipment should be placed in the pack in a (A5 sized) plastic wallet
- Pen portraits and any IEPs are placed in a plastic pocket and put into the A3 zip folder
- Children's work is recorded in an oversized green non-ruled book
- A learning log is stuck on the inside front cover
- Any actions taken to help pupils achieve their potential are recorded on the learning log.

Note, staff are to provide brief details of the learning intention of the task if it is not clear.

Children's work should also be marked after each session.

See the Pupil Premium Lead if you have any queries related to children in receipt of pupil premium and their learning.

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