



# Straits Primary School

## Pupil Premium Policy

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We aim to ensure that, through a whole school approach, we address any barriers to learning our disadvantaged pupils face. We will seek to identify the needs of our pupils and respond with a range of strategies, to deliver an engaging curriculum, in a supportive learning environment. We endeavour to provide support that allows our pupils to be happy, healthy and fulfil their potential.

### **Aims and objectives**

The aims of this policy are:

- to ensure that the needs of children known as 'pupil premium' are identified, assessed and provided for;
- to identify the roles and responsibilities of staff in providing for children's needs;
- to enable all children to have full access to all elements of the school curriculum;
- to offer a positive, safe learning environment, in which everyone has equal and individual recognition and respect;

### **What is the Pupil Premium?**

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers thus the premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period, known as 'FSM Ever 6' (approximately 7% of Straits pupils are classed as 'FSM Ever 6').

In structuring our provision, we recognise that not all pupils who receive or have previously received free school meals will be "socially disadvantaged" or "vulnerable". Furthermore, we also recognise that not all pupils who could be described as "socially disadvantaged" or "vulnerable" are registered or qualify for free school meals, either at the present or in the past. As a result, whilst always linked to a pupil or a group of pupils receiving pupil premium, additional pupils identified as "vulnerable", may also benefit from variation or adaptation in provision. Therefore, groups funded by the grant may be made up of FSM pupils and non-FSM pupils, where needs are similar, or where meeting their needs helps to create a learning environment conducive to success for all.

**At Straits, we strongly believe that it is not about where you come from but your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.**

When making decisions about using pupil premium funding it is also important to consider the context of the school and the subsequent challenges faced for each individual. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

### **Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending. We will build towards a culture where:

- staff believe in ALL children and demonstrate high expectations;
- ALL staff are aware of who pupil premium and vulnerable children are;
- there are "no excuses" made for underperformance;
- staff adopt a "solution-focused" approach to overcoming barriers;
- staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school;
- we use research to support us in determining the strategies that will be most effective;

- ALL pupil premium children benefit from the funding, not just those who are underperforming;
- 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 if...”
- we support pupils’ emotional and social well-being and address any issues with attendance and punctuality;
- we extend opportunities out of school hours;
- we constantly evaluate and reflect on our performance and provision and adjust accordingly to meet changing needs;
- we involve all staff in development and training to ensure that we are able to provide for each individual child;
- we provide 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.

**Leading the provision for Pupil Premium Pupils**

The Head teacher, supported by both the SLT and other staff, will take a key role in leading the provision and support for eligible pupils. Through school self-evaluation, data analysis and discussions with the SLT, staff, pupils, parents and governors key focuses are decided (recorded in our pupil premium strategy statement) which will target areas of underachievement. This may be academic achievement such as underperformance or weaker progress, issues regarding attendance and punctuality, the need for nurturing or well-being support or the provision of enriching experiences and wider opportunities.

**Supporting Pupil Premium Pupils**

At Straits, we use our funding to provide a range of strategies to address any underachievement and close any gaps with non-pupil premium pupils. The first of these is to ensure that all pupils experience quality first teaching and that pupil premium pupils benefit from high quality provision. To support this, intervention programmes (led by both qualified teachers and support staff) are used to target individual pupil needs. Funding is also used to promote and support pupils’ emotional well-being and remove barriers to learning (attendance, behaviour management and family support) through personalised programmes.

This includes:

- One-to-one mentoring or small group support targeted at a specific individual need.
- Specific learning and teaching groups (e.g. Maths Booster groups)
- Specific programmes of support such as IDL.
- Supporting families with attendance and punctuality.
- Nurture support to pupils who require emotional and well-being guidance (Phase Trust, ELSA, Early Help).

**Monitoring and Evaluation**

The evaluation of the attainment and progress of our pupil premium pupils is a key factor considered in all school data analysis. We benchmark achievement against national data and against non-pupil premium pupils within our school. This is supported by Learning Walks, Pupil Progress meetings (with a specific focus on identified pupils) and feedback from pupils, parents and staff. We will also produce an annual pupil premium strategy statement which details our successes against previous objectives and demonstrates the impact of previous funding choices. This information will be shared via our school website with key documents available to download.

The Governing Body will also play a key role in monitoring and evaluating the school’s performance. The FGB will be presented with an annual report on the attainment, progress and impact of any funding choices and will evaluate school development plans before committing to budget decisions.

Signed by:

Chair of Full Governing Body: ..... Date: .....

Head teacher: ..... Date: .....

Agreed at the Full Governing Body Meeting on: .....