



Firfield Primary School

Learn Together, Grow Together, Achieve Together

Policy for Pupil Premium

Principles

At Firfield Primary School we;

- Ensure that teaching and learning opportunities meet the needs of all the pupils in school
- Ensure that appropriate provision is made of pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all children receiving FSM will be socially disadvantaged
- Recognise that not all pupils who are socially disadvantaged are registered as qualifying for FSM. We therefore 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.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority individuals. Limited funding and resources mean that not all children receiving FSM will be in receipt of the Pupil Premium interventions at any given moment in time and will be dependent on their individual needs

Range of Provision

The range of provision the Governing Body of the school may consider making for this group could include;

- Providing 1-1 / small group tuition with an experienced HLTA / TA or qualified teacher focussed on overcoming gaps in learning
- Additional resources made available to children in school and at home **including access to technology for online or remote learning.**
- Additional teaching and learning opportunities provided through specific interventions and clubs offered to the children

- Support through the purchase and use of Apps and computer software to support learning including assessment tools for tracking pupils.
- Pastoral and emotional support through Nurture club
- Specialist intervention trained staff (TAs) including where necessary early intervention in the EYFS
- Additional leadership time to monitor and plan for these pupils.

All of the work undertaken with these children will be aimed at accelerating pupil progress and moving children to at least age-related expectations in Literacy, (reading, writing and communication) and Numeracy.

Pupil Premium funding may also be used to target able children to achieve the Exceeding descriptors in the New NC.

Pupil Premium resources may also be used to target pupils on FSM to develop the social aspects of learning, including building confidence, dealing with friendship issues etc.

Provision will be in addition to that already aimed at SEND children identified on provision maps or children with an EHCP, GRIP or TAPs funding.

The Governing Body of the school will publish information (**three-year plan**) and a **yearly review** on the website for families on how they have used the Pupil Premium grant to address the issue of 'Narrowing the Gap' for socially disadvantaged pupils.

The school's SLT including the Inclusion Co—ordinator will maintain the ongoing programme of support for socially disadvantaged pupils which will be subject to the oversight of the Governor's Teaching and Learning Committee members.

Reporting

Whilst the information will be monitored by the SLT and Inclusion Co-ordinator on class provision maps, it will be the responsibility of the Headteacher to produce a Termly report 3 x a year to Governors outlining;

- The attendance of disadvantaged pupils
- The attainment of disadvantaged pupils
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- 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 pupils receiving a particular provision, when compared with other forms of support

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

REVIEWED	February 2021
NEXT REVIEW	February 2022