

# **John Perry Primary School**



## **Pupil Premium Policy**

**March 2020**

**Ratified by FGB Spring 2020**

**Review Date March 2020**

## **Principles**

The Staff and Governors of John Perry Primary School have a shared vision, which outlines our commitment to ensuring that the needs of all our pupils are met to enable them to achieve the highest possible goals.

We recognise that the pupil premium funding is allocated to children who have been entitled to free school meals during the past 6 years, have been adopted, in care or service children. It is a means of addressing some of the issues associated with social disadvantage and in particular, in closing any gaps in attainment. In making appropriate provision for this we acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals.

We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed. The Governors and Headteacher reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has identified as needing additional support to achieve improved outcomes in learning and/or well-being.

## **Provision**

We ensure that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes addressing the needs of socially disadvantaged pupils. Where appropriate, other pupils (not eligible for Pupil Premium) may be supported in addition to those who are, as long as this does not have an adverse impact on the progress of the more disadvantaged. Pupil Premium funding will be allocated following termly analysis of progress, attendance and behaviour. Analysis of this data will identify priority pupils and groups.

The school makes use of a wide range of provision to support children who belong to vulnerable groups, including those who are socially disadvantaged. This provision includes:

- quality first teaching and learning opportunities to meet the needs of all pupils
- small group work with an experienced teacher or support staff focussed on overcoming gaps in learning
- Family Liaison Officer to support children and their families including promoting good attendance and punctuality
- Speech and Language intervention or other specified 1:1 teaching
- additional teaching and learning opportunities provided by teachers, TAs or external agencies
- additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- access to therapeutic interventions and advice
- paying for activities that broaden the curriculum
- purchasing resources or intervention programmes.

All intervention are discussed and evaluated at half-termly Pupil Progress Meetings. This evaluation allows the school (and governors) to determine whether it is achieving 'value for money'.

## **Desired outcomes**

All work funded by the Pupil Premium will be aimed at:

- accelerating progress and diminishing the difference in attainment and progress between Pupil Premium Pupils and non- Pupil Premium Pupils at John Perry Primary
- raising and improving pupils' self-esteem and attitude towards learning as well as their well-being and mental health.

## **Measuring impact**

The school will measure the impact of the Pupil Premium spending by tracking the progress of Pupil Premium children on a termly basis. This may be through data on Target Tracker (school data system), data from intervention programmes, discussions with staff who are involved with supporting/teaching the child discussions with parents/carers at termly Parent-Teacher consultations and talking to children. We also hold termly pupil progress meetings with teachers from each class to discuss each child's progress in reading, writing and mathematics as part of the termly reviews. Pupil Premium is highlighted as a distinct section. These meetings are used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related expectations at the end of the year. The learning needs are considered alongside their social and emotional wellbeing.

## **Reporting**

The Headteacher or delegated member of staff will produce regular reports for the Governors on:

- the progress made towards diminishing the difference, by year group, for socially disadvantaged pupils
- an outline of the provision
- 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
- the school's Pupil Premium Strategy Statement with a summary of the total PP budget and an overview of actions and intended outcomes. This is a long-term plan (three years), although it is considered a working document and progress against targets will be reviewed at the end of each academic year
- a review of past expenditure published annually on the school's website as part of the Pupil Premium Strategy.

## **Appeals & Complaints**

Any complaint regarding the deployment of Pupil Premium Funding will be considered through the school's Complaints Procedure.

## **Review**

This policy will be reviewed at least annually as part of the school's cycle, sooner in the case of new information, changes and/or legislation.