

Aims

This policy aims to clarify how the school will allocate Pupil Premium Funding within the context of Government policy.

Statutory Framework

The Pupil Premium is allocated to children from low-income families who are currently, or have recently been, known to be eligible for Free School Meals (FSM), and children whose parents are in the armed forces and children who have been looked after continuously for more than six months. This group of pupils are termed 'disadvantaged' by OFSTED.

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address what it perceives to be underlying inequalities and ensure funding reaches the pupils who need it most.

It is for school to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, "since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility." (DFE 2012)

2021-22 Pupil Premium Allocation and Programmes

The level of the premium in 2021-22 was £1,345 per child.

In 2021-22, the level of the premium was £1,345 per child. The total amount of Pupil Premium funding for this period was £71,250. This figure is based on 53 children, which has been decreased by 4 pupils (£5380) from the previous academic year. There is an additional £145 (£7685) per a disadvantaged children due to the Covid Recover Plan. In total the Pupil Premium funding is £78,935. The school intends to allocate funding for the next financial year by:-

This figure is based on 53 children, which has been decreased by 4 pupils (£5380) from the previous academic year. The school intends to allocate funding for the next financial year by:-

- Purchasing additional online tutoring resources to support pupils in securing key maths and reading skills.
- Early intervention with a focus on language development and literacy
- Building cultural capital (e.g. High focus on ensuring disadvantaged pupils have high expectations for themselves and for what they can achieve, cultural trips and visits strategically planned, extra curricular clubs, curriculum design and enrichment, investment in resourcing the learning environment and resources and focus on building knowledge and readiness for learning)
- Purchase of school uniform, sports kits and equipment, outdoor education clothing
- High curriculum focus on the development of reading and oracy skills
- Investment in quality texts and visiting storytellers/poets and resources to support the development of reading and oracy
- Implementing an individualised approach to addressing barriers to learning and emotional support
- Investment in resources to support early language development and social skills
- Invest in CPD for speech, language and communication
- Maintain pastoral and emotional/ well-being support, including the use of the Early Help Process for families and children to identified vulnerable pupils
- Teaching approaches are focussed on addressing gaps in learning and building vocabulary
- TA targeted interventions to deliver named interventions to identified vulnerable pupils throughout school- such as Toe by Toe, Art Therapy, What Makes Me Great
- Rigorous monitoring of attendance and punctuality reported to governors

Measuring the impact of PPG spending

In measuring the impact of our PPG spending, we will identify and evaluate the extent to which eligible pupils:

- Have built cultural capital and have a greater knowledge and understanding of the world around them and their place in it
- Have developed their language, literacy and communication skills
- Are reading at an age appropriate level
- Diminished gaps in general knowledge and skills
- Social and emotional needs are met
- Have high attendance and excellent punctuality
- Achieve and attain in line with non-eligible peers