

## TENBURY C.E. PRIMARY ACADEMY



### PUPIL PREMIUM POLICY

‘Therefore encourage one another and build each other up.  
Thessalonians 5:11

#### Aims

At Tenbury Primary Academy we are committed to offering our pupils the highest quality of education. Our school is a place for everyone to succeed and thrive, where we have high ambitions for our children and believe that no child should be left behind. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

#### Background

The Pupil Premium is a Government initiative that targets extra money at pupils on free school meals (FSM), looked after children and children of services personnel, and is used to support these pupils to reach their potential. A fixed sum of money is added to the school budget annually for each of the pupils registered for FSM over a rolling six year period. This additional money can be used by schools in any way they think best, to support the raising of attainment for FSM children, as well as identified vulnerable groups of pupils to ‘close the gap’ between them and their peers.

#### Principles

By following our key principles below, we believe we can maximize the impact of our pupil premium spending:

- Staff believe in ALL children - every child with his / her individual needs and gifts is unique and special and we ensure that teaching and learning opportunities meet the needs of all of our pupils, with “no excuses” made for underperformance
- All staff are involved in the analysis of performance data so that they are fully aware of strengths and weaknesses across the school
- All staff are aware of who pupil premium and vulnerable children are
- 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 will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved

- We will maximise the time children have to “catch up” through improving attendance and punctuality, providing intervention as early as possible (KS1 and EYFS) and sometimes extending the learning out of school hours.

### **Provision / Individualising support**

*“There’s no stigma attached to being in an intervention group at Tenbury Primary School. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”*

We ensure that the additional support is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Tailoring interventions to the needs of the child.
- Recognising and building on children’s strengths to further boost confidence

The following indicate a range of interventions that may be considered for our groups of Pupil Premium children:

- Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress
- Providing small group work with an experienced teacher or teaching assistant, focused on overcoming gaps in learning
- 1:1 support in Literacy or Numeracy, focused on overcoming gaps in learning, raising self-esteem and developing confidence
- Additional teaching and learning opportunities provided through learning mentors, trained teaching assistants or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations, initially in communication, English and Maths
- Pupil Premium resources may also be used to target more able children to achieve ‘at greater depth’
- Activities to improve self-esteem and confidence such as horse riding
- Free Breakfast Club places to ensure the best start to the school day

In our determination to ensure that ALL children succeed, we recognize the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, staff, parent and pupil voice

- Assessment data is collected at least half termly so that the impact of interventions can be monitored regularly
- Staff attend and contribute to pupil progress meetings every six weeks and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if not working
- The Headteacher maintains an overview of pupil premium spending
- A Governor is given responsibility for pupil premium.

### **Reporting**

It is the responsibility of the Headteacher to include the following information in the annual data report for Governors:

- The progress made towards narrowing the gap, by year group, for pupil premium pupils
- An outline of the provision which was made since the last annual report
- 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.

At the end of the academic year, the Governors will ensure that there is an annual statement to parents on how the pupil premium funding has been used to address the issues of 'narrowing the gap', for pupil premium pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

### **Success Criteria:**

The evaluation of this policy is based on how quickly the school can 'close the gap' between pupil premium pupils and their peers.

Success criteria for the pupil premium policy are:

- Early intervention and support for pupil premium children
- The vast majority of pupil premium children meeting their individual targets
- 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.

### **Appeal**

Any appeals against this policy will be through the Governor's complaints procedure.

Agreed by Governors February 2015

To be reviewed biannually, or sooner if there are new DfE guidelines.

Last review: February 2023

Next review date – February 2025