



Wimborne St Giles
CE First School

'Together We Grow: Together We Give'

Pupil Premium Policy

Policy Background

The Pupil Premium (PP) is additional funding given to publicly funded schools in England. The purpose of the funding is to raise the attainment of disadvantaged children and diminish the difference between them and their peers. Funding for PP is subject to change year on year.

Identification

Children who are entitled for this funding are pupils who are classed as Looked After Children (LAC), children with parents in the armed forces and children who are eligible for Free School Meals (FSM). The pupil premium for 2022-23 will include children recorded in the January school census who are known to have been eligible for free school meals (FSM).

Throughout the year, children may become eligible for FSM and are therefore eligible for PP. When this occurs, they will be added to the school's PP eligibility list and treated as outlined in this policy.

The data held on our children is available to staff through the School's Information Management System (Arbor) and this includes identifying children who are PP. It is this information that is used to create an eligibility list which identifies the PP children and how the funding has benefited them. The PP list is checked and updated on a termly basis to ensure that new children are added to the list where necessary.

Policy Intention/School Aims

The main aim of our pupil strategy is based on our whole school Vision 'Together We Grow, Together We Give'. We want to ensure that all of our disadvantaged pupils flourish and they know that they have a powerful voice to make a difference in the world. We have the highest of aspirations for our disadvantaged children, ensuring access and opportunities to quality-first teaching. We know that great teaching is 'the most important lever schools have to improve outcomes for their pupils'. (EEF) Providing opportunities for professional development—for example, to support curriculum planning or focused training will pay huge dividends in the classroom.

Parents have played a key role in supporting children to learn at home and it will be essential that schools and families continue to work together as pupils return to school.

"Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities." Sir John Dunford.



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The Education Endowment Foundation (EEF) has provided research-based strategies on how best to support vulnerable pupils. This guidance has been the starting point for our catch-up strategy

At St Giles how we build a fully inclusive space for all and particularly those learners experiencing disadvantage, is crucial. Through quality teaching, the design of our curriculum and its implementation and pastoral support, we aim to create spaces where all children belong. We aim to challenge that mindset that seeks to predetermine the capacity of each learner, replacing it instead with a curiosity about what the learner can achieve. As teachers we should approach teaching with a sense of openness, looking to be surprised by our learners and what they can achieve.

...our curriculum should whisper to our children, "You belong. You did not come from nowhere. All this came before you, and one day you too might add to it."(Ben Newmark)

Through the design of our curriculum and its implementation, we aim to create learning spaces where all children belong. Therefore, we aim to ensure that our teaching and learning meets the needs of all children and enables them to reach their full potential. We are also dedicated to ensuring that children who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding. The pupil premium will be used to provide additional support to improve the progress and raise the standard of achievement for these children. The funding will be used to close the gap between achievement of these children and their peers. In addition, it will be used to address social disadvantage and enrich the children's lives. The Headteacher and Pupil Premium Leader regularly monitor and evaluate the strategies in place and report to the governing board.

Therefore, the aim of this policy is to ensure that children who are entitled to PP funding receive the support they are entitled to. In doing so, targeted provision will enable PP



children to be able to make the same achievements and have the same or similar experiences as their peers.

Responsibility

At Wimborne St Giles First School and Nursery, it is the responsibility of all members of staff to ensure the children in their charge receive the best education, care and support available. Due to the facts that children from deprived backgrounds are more likely to need additional support, we require particular organisational focus to ensure that these children receive the provision they need.

The Role of the Class Teacher

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for identification and assessment of, and subsequent provision for PP children.
- Collaborating with the PP Leader to decide the action required to assist the PP children to progress.
- Working with the PP Leader to collect all available information on the children.
- Working with PP children on a daily basis to deliver a broad and balanced, appropriately differentiated curriculum, to ensure that they are making expected or accelerated progress.
- Being involved in the development of the school's PP policy.
- Keeping records of PP children's progress and report to the PP Leader on pupil progress when required.
- Working closely with TAs and the SEND Co to ensure PP children reach their full potential.
- Liaising with outside agencies when appropriate.

The Role of the Pupil Premium Leader

At Wimborne St Giles First School and Nursery we have a designated PP Leader who assesses, monitors and evaluates the impact of the interventions PP children receive. PP data is analysed to ensure the gap is being closed, interventions are monitored and evaluated, new initiatives are introduced and the effectiveness of the use of funding is checked. It is then the responsibility of the class teachers to ensure that the agreed interventions and initiatives are having an impact and that, if any issues arise, the PP Leader is informed.

These actions will aid in closing the gap between PP children and their peers and ensure that the



funding is being spent as effectively as possible.



The Role of the Governing Board

The Governing Board's responsibilities to PP pupils include:

- Supporting the development of and subsequent annual reviewing of the PP policy.
- Ensuring the policy is clearly articulated and consistently applied.
- Ensuring a PP Leader is in post at Wimborne St Giles First School and Nursery.
- Naming a Governor with responsibility for PP (appointed by the Governing Board).
- Ensuring access to the policy is readily available to all stakeholders including supply staff.
- Ensuring that provision for PP children is of a high standard and that PP funding is being used to ensure children are fully involved in all aspects of school life.
- Ensuring that PP records, including progress data, are maintained by all staff and kept up to date.

The Governor for PP will action the following to ensure PP funding is being spent effectively:

- Contact the PP Leader on a termly basis to receive updates on PP children within the school.
- Support the PP Leader with the decision making process and act as a 'critical friend'.
- Keep up to date with new developments in PP.
- Visit the school to observe provisions and interventions in place for PP pupils (annually).
- Support the PP Leader in reporting to the Governing board.

Provision

At Wimborne St Giles First School and Nursery, we tailor our approach to the pupils in receipt of PP. Throughout the year, we identify the barriers and emerging needs of the pupils and find solutions to ensure that every child achieves their potential.

We use a variety of strategies to meet the needs of PP children. Provision includes:

- Intervention programmes, for example Precision Teaching to address gaps in learning.
- Ongoing training for all teaching staff
- Focused learning groups to accelerate more able children in order for them to achieve beyond national expectations.



- Curriculum enrichment to improve aspiration – PP Home Learning club led by the PP Leader and financial support to enable attendance at a range of after school clubs.
- Financial support towards school uniform.
- Provision of additional pastoral support

We monitor the effectiveness of strategies used in previous years and then continue to provide the most effective provision for our children.

In future years, provision will continue to be monitored to ensure that funding is being spent effectively and new initiatives will be introduced where necessary.

Reporting

The Head Teacher and PP Leader will produce annual reports for the governors on:

- The progress made towards diminishing the difference, by year group, for socially disadvantaged pupils.
- The outline of the provision.
- The evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving particular provision, when compared with other forms of support.

The governors of the school will ensure that there is an annual statement to parents and carers on how the PP funding has been used to address the issue of 'closing the gap' for disadvantaged pupils. This will be published annually on the school's website. This statement will include:

- The amount of school's allocation of pupil premium grant.
- Details of the main barriers to educational achievement that disadvantaged children in our school face.
- How the allocation will be spent to address the barriers and why these approaches have been chosen.
- How the school will measure the impact of the pupil premium.
- The date of the next pupil premium strategy review.

*Policy Review Date: **November 2022***