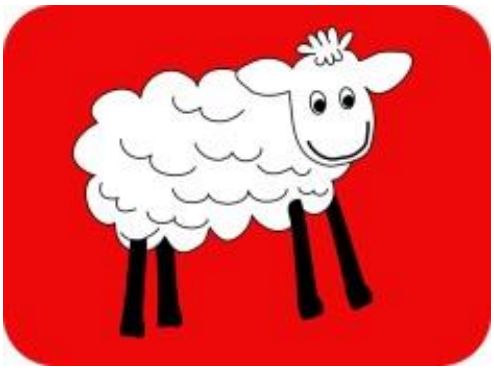


Sheepy Magna

Church of England Primary School

Pupil Premium Policy

Headteacher: Alison Field

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Chair of Governors: David Wright

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Policy last reviewed: February 2025

Policy review date: February 2026

Rationale

The Pupil Premium was introduced in April 2011 to tackle 'educational inequality' by raising achievement and improving outcomes for children from low-income families who are eligible for free school meals; also pupils in care and those from families with parents in the Armed Forces. The additional funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds.

Pupil Premium (£1455) is paid for any pupils who have been eligible for FSM at any point in the last six years. Pupil Premium Plus (£2530) is allocated to Looked After Children and children adopted from care.

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs.

From September 2012, schools have been required to publish online information to parents about how they have used the Pupil Premium funding and what the impact has been on learning, attainment and pupil wellbeing and/or pastoral care.

There is a full report on the school website, with a detailed description of funding allocation and rationale.

Principles

- Funding will be ring fenced so that it is always spent on target groups of pupils.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels.
- We will have a policy on spending the Pupil Premium, agreed by governors and publicised on the school website.
- Careful monitoring and evaluation will be undertaken to demonstrate the impact of each aspect of spending on the outcomes for pupils.
- Frequent use of achievement data to check effectiveness of interventions; continuously adjusting techniques to meet the needs of pupils.
- Systematic focus on clear pupil feedback and advice for improving their work.
- All class-based staff will be aware of the Pupil Premium children in their classes so that they can take responsibility for their progress.
- Performance Management of staff will include discussions about Pupil Premium children.

Aims

To ensure that our Pupil Premium funding is spent in the most effective ways we aim to:

- Target the funding well from the outset, being responsive and flexible to individual needs.
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups, in particular those children underachieving and eligible for Pupil Premium, and target intervention and support to accelerate their progress.
- Use effective intervention classes and individual tuition to improve achievements in English and Maths.
- Minimise the barriers to learning and achievement.
- Effectively monitor and evaluate the impact of spending.

Provision

This year, the Pupil Premium Grant is used to support off-site visits, visits contributing to learning; instrumental music teaching; supporting families to meet the costs of wrap around care; targeted intervention led by teachers, teaching assistants or external agencies – either on a 1 – 1 basis or as a small group; and provision of resources to enhance learning and increase motivation and participation.

We believe that this is the best way to spend our allocation. We will continue to track the progress of these children very closely as they move through school.

Reporting

It will be the responsibility of the Headteacher to produce termly reports for the Governing Body regarding:

- the progress made towards diminishing the difference and enabling these pupils to meet ARE
- an outline of the provision in place to support these pupils

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of diminishing the difference, for pupils. This will appear on our school website.

Evidence about What Works for Schools

The Education Endowment Foundation provides up-to-date information on what works in raising the achievement of disadvantaged children. In order of impact it cites eight approaches:

1. **Effective Feedback on Learning**

Feedback for children and teachers on children's performance relative to learning goals can be very effective in raising attainment if it is about challenging tasks or goals, focuses more on what is right than what is wrong, and encourages the child rather than threatens their self-esteem.

2. **Metacognition and Self-Regulation**

Teaching children strategies to motivate themselves and plan, monitor and evaluate their own learning is a well-proven, high impact approach that carries little cost other than staff CPD.

3. **Peer Tutoring**

In these approaches learners work in pairs or small groups to provide each other with explicit teaching support. The boost to attainment provided by peer tutoring is apparent for both tutor and tutee (particularly in cross-age tutoring).

4. **Early Intervention**

Research shows that high-quality early years provision, with a strong educational focus and activities which support early reading and number concepts, is beneficial for disadvantaged pupils.

5. **One-to-one Tutoring**

There is good evidence that providing intensive 1:1 remedial tuition, for short, regular sessions over set period of time can enable children to catch up with their peers.

6. **ICT**

Investing in digital technologies to support learning can be effective, particularly if used to supplement teaching, rather than replace more traditional approaches.

7. **Phonics**

The evidence suggests that phonics can be an important component in supporting the development of early reading skills, particularly for children from disadvantaged backgrounds.

8. **Parental Involvement**

Activities that involve parents in supporting their children's learning can be effective, though ensuring that there is an impact on children's attainment is challenging and needs effective monitoring and evaluation.