



Ashford Park Primary School
Inspiring a love for lifelong learning

Pupil Premium Policy 2020- 2022

The Pupil Premium is an allocation of additional funding provided to schools in order to support specific groups of children who may be vulnerable to possible underachievement. The intended impact of this funding is to accelerate learning progress, raise attainment (test results) and to support the children with their personal, social, emotional welfare and wellbeing.

The Pupil Premium is a government initiative that targets extra money at pupils from so called 'deprived' backgrounds. Research continues to show that pupils from 'deprived' backgrounds can underachieve when compared to their 'non-deprived' peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has identified pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period. At Ashford Park Primary School, we use the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to endeavour to 'close the gap' regarding attainment and pupil progress. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Ashford Park Primary this is approximately 15% of our children and the school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Common barriers to learning for disadvantaged children have been recognised as possibly including less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are significantly varied and there is no "one size fits all".

We will ensure that all teaching staff through pupil mentor meeting and progress meetings, are involved in the identification of these target children, so that they are fully aware of the strengths, weaknesses and areas for development for individuals across our school.

Our Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils;

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged;
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time.

Our Provision

The range of provision the Governors may consider making for this group could include and would not be inclusive of:

- Providing small group work with an experienced teacher/learning support assistant focused on overcoming gaps in learning;
- 1-1 support;
- Additional teaching and learning opportunities provided through trained LSAs or external agencies;
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations;
- The support of our Home School Link Worker;
- The support of our licensed Thrive practitioners;
- Identified children in year 6 receiving individual mentor experiences through the 'Bridge builder' project;
- Transition support from primary to secondary school;
- A financial contribution to activities, educational visits and residential learning experiences;
- Support the funding of specialist learning software;
- PE provision e.g PE kit, subsidised club experiences;
- Music provision;
- Behaviour and/or Educational Psychologist support.

This list is not exhaustive and the support will vary and change to address the needs of our socially disadvantaged children.

Reporting

It will be the responsibility of the senior leadership team, or a delegated member of staff, to produce regular information for the Governing Body, which will include:

- An outline of the provision provided and the impact of this provision;
- The progress made towards narrowing the gap, by year group for socially disadvantaged pupils;
- 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;
- Outcomes for 'disadvantaged' pupils will be available on our school website. This task will be completed within the requirements published by the Department for Education.