



# **Hadley Wood Primary School Pupil Premium Policy**

<b>Date the policy came into effect</b>	<b>June 2021</b>
<b>Date of the next policy review</b>	<b>June 2022</b>
<b>Version Number</b>	<b>2</b>
<b>Name of the person responsible for this policy</b>	<b>Paula Bertram</b>
<b>Issued to</b>	<b>Staff, governors and parents</b>
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## **Pupil Premium Policy**

### **Rationale**

The Pupil Premium Grant was introduced by the Government to provide additional funding to address the gap in educational attainment and long term economic wellbeing between socially disadvantaged children and young people compared to their peers. The stated aim is to narrow the gap in attainment and since April 2011 has provided additional funding to schools to support them in doing so. Socially disadvantaged pupils have been defined as pupils eligible for free school meals (FSM) at some point in the last six years (if no longer receiving FSM are known as Ever 6 children) and children who have been in care.

### **The Pupil Premium Grant for 2021 -22 is as follows:**

Disadvantaged Pupils	Pupil Premium per pupil
Pupils in Year Groups Reception to Year 6 recorded as Ever 6 FSM	£1,345
Looked after Children (LAC)	£2,345
Post Lac: Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2,345
Service Children	
Pupils in Year Groups Reception to Year 6 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.	£310
<a href="https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities">https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-local-authorities</a>	

The school can decide how to spend the Pupil Premium and is accountable for how the additional funds are used to support pupils from low-income families. The school publishes online information about how the Pupil Premium funds have been used so that parents and others are aware of the extra support that is available to pupils who receive this grant. At Hadley Wood School, learning and teaching is based on the cycle of using assessment for learning and quality first teaching in conjunction with agile learning. This minimises lost learning and promotes high achievement, so emphasis is on all pupils making, at least, good progress rather than narrowing the gap. Pupil Premium funding will be allocated following a needs analysis of each child receiving the grant. Early intervention, building independence, developing communication skills and targeting gaps should enable children to make, at least, good progress.

### **Roles and Responsibilities**

The Governing Body is responsible for overseeing the provision for the children in receipt of the Pupil Premium grant. Within school there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of Pupil Premium pupils' learning, progress and success. The Inclusion Manager is also the Pupil Premium Coordinator and is responsible for coordinating, monitoring and maintaining an overview of the provision for Pupil Premium children.

- Maintaining a register of children who are in receipt of the Pupil Premium grant
- Identifying barriers to learning
- Organising relevant provision for each pupil premium child to optimise the opportunity for them to make, at least, good progress
- Tracking, monitoring and analysing the progress and data of Pupil Premium children
- Ensuring class teachers update Pupil Premium Personal Profiles after every data collection
- Reporting to the Governing Body

## **Provision**

The Pupil Premium is used at Hadley Wood School to fund a range of initiatives to promote good/accelerated progress for those children who receive the grant:

- **Additional Teachers:** Work with specific groups of children in small groups which enables precision teaching that can identify and address barriers to learning
- **Coaching for High Achieving Pupil Premium Children:** This enables pupils to attend coaching sessions aimed at achieving aspirational grades
- **Small Group Intervention:** Learning Support Assistants and Teaching Assistants are used to deliver a range of English and Maths based intervention groups to consolidate learning
- **IDL:** Online Literacy and Numeracy software to promote accelerated learning
- **Breakfast Club:** The school has offered free places for pupil premium children
- **Enrichment:** School journeys and trips along with other school enrichment activities are subsidised
- **Clubs:** The school has offered free places for pupil premium children

## **Pupil Progress**

The achievement of all pupils is recorded towards the end of every term and is analysed by the Headteacher and the Inclusion Manager. All children who are not making age related expectations, or making less than expected progress, are identified and provision is amended to promote accelerated progress. All children eligible for Pupil Premium, who are not falling behind their peers, are also identified on the tracking system to record their good/accelerated progress. Those who are attaining age related progress, or above, are also supported to achieve their full potential.

## **Reporting**

Regular reports are compiled for the Governing Body on a termly basis and will outline:

- Progress made towards narrowing the gap by socially disadvantaged pupils
- Record of the provision that was made since the last meeting
- The Governors of the school will issue an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' or pupils making at least, 'good progress', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on the school website.

This policy document should be read in conjunction with the policy documents for:

- Equalities
- SEND Information Report
- Special Educational Needs
- More Able Gifted and Talented
- EAL/EMA
- Learning and Teaching
- Home/School Agreement