



Heronswood Primary School Pupil Premium Policy



1 – AIMS AND OBJECTIVES

Heronswood Primary School is determined and committed to assist all children to achieve the very best they can.

The pupil premium grant is used strategically to support targeted pupils to achieve this aim in a number of ways:

- Assuring quality first teaching for all pupils
- High quality professional development for staff
- Targeted support for pupils who require a more personalised curriculum or intervention to access learning
- Detailed data analysis to inform next steps in learning for individual children
- Ensuring pupils are not disadvantaged from engaging with learning opportunities off site or outside the school day
- Resources to support pupils across the curriculum

2 – PRINCIPLES

At Heronswood Primary School all teaching and learning opportunities should meet the needs of all pupils. Where necessary our provision will be varied and adapted (funded by pupil premium) to meet the differing needs of our pupils. Variation of need is determined by analysis of pupil data and tracking alongside a discussion with parents, pupils and staff.

The school has made use of research information to maximise the use of pupil premium funding and impact on pupil progress. In structuring our provision, funded by pupil premium, we recognise that not all pupils who receive or have previously received free school meals (FSM) will be “socially disadvantaged” or “vulnerable”. Furthermore, we also recognise that not all pupils who could be described as “socially disadvantaged” or “vulnerable” are registered or qualify for free school meals, either at the present or in the past.

As a result, whilst always linked to a pupil or a group of pupils receiving pupil premium, additional pupils identified as “socially disadvantaged” or “vulnerable”, may also benefit from variation or adaptation in provision. Therefore, groups funded by the grant may be made up of FSM pupils and Non-FSM pupils, where needs are similar, or where meeting their needs helps to create a learning environment conducive to success for all.

Pupil premium funding will be allocated following the needs analysis, as described above, by the Senior Leadership Team (SLT).

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3 – PROVISION

The provision may include:

- Achievement and standards work including additional class based or intervention activities to accelerate progress for targeted groups or individuals, alongside tracking systems to monitor pupil progress.
- Pastoral work supporting pupils with emotional or socially related issues which inhibit learning, impact on self-esteem or mental health.
- Out of hours and enrichment to ensure that pupils are given the opportunity to develop a range of talents including sport and creativity, also improving self-confidence and motivation for learning.
- Residential learning to enable pupils to develop new skills as well as independence and confidence through access to alternative activities that the school cannot offer on site.

Though varied in its nature and form, all our work through the use of pupil premium will be aimed towards a common outcome: accelerating progress, ensuring pupils make expected or better than expected progress to enable them to achieve or exceed age related expectations.

4 – CONTINUOUS PROFESSIONAL DEVELOPMENT FOR TEACHERS AND SUPPORT STAFF

Pupil premium funding may also be used to provide sustained professional development opportunities for teaching staff and support staff. This will be targeted to improve the quality of teaching in relation to specific strategies or approaches that research suggests will benefit “socially disadvantaged” and “vulnerable” pupils.

5 - REPORTING

It will be the responsibility of the SLT to produce regular updates for governors, to ensure that funds have been used appropriately.

- Annual spending plan for pupil premium published on the school website
- Venn Diagrams to identify socially disadvantaged and vulnerable groups
- Data analysis of pupil progress and attainment
- Case studies report to governors

This policy has been written in consultation with governors, staff and pupils.

Policy written: **September 2015**

Agreed by Staff and Governors: **September 2015**

Updated: **September 2016**

Review date: **September 2017**