



Stockton on the Forest Primary School Policy for Pupil Premium

School Vision

Stockton-on-the-Forest Primary School is a friendly, inclusive, village school where the diverse learning needs of all are met within a stimulating, productive and enriched environment.

The academic, spiritual, social and emotional potential of everyone is recognised and valued.

Everyone is supported to embrace and enjoy the challenges, opportunities and achievements that school, life and learning have to offer.

Personalised learning, tailored to the needs of individuals, provides challenge and support and everyone is encouraged to be the best they can be.

Expectation and standards are high and there are many opportunities to experience success.

Success and achievement are recognised, celebrated and used to inspire and motivate greater aspiration.

Reflection and evaluation ensures that whilst strengths are identified, actions for development are well planned to improve the outcomes for all.

All members of the school community are responsible, tolerant, considerate individuals who work hard to contribute effectively and compassionately to the society in which they live.

Rationale

The targeted and strategic use of pupil premium will support us in achieving our vision.

Principles

- We ensure that teaching and learning opportunities meet the needs of all children
- 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 have received free school meals in the last six years 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. The greater proportion of any group, supported through Pupil Premium funding, will be made up of FSM children

- 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 one time.

Provision

The Governors may consider the following range of provision for this group:

1. Reducing group sizes, thus improving opportunities for effective AfL and accelerating progress
 2. Providing individual work with an experienced teacher assistant or volunteer teacher, focussed on overcoming gaps in learning or addressing well-being needs
 3. Additional teaching and learning opportunities provided through learning mentors, trained TAs, pastoral care or external agencies.
 4. Provide targeted and specific CPD for teachers to enable them to best address the needs of children for whom the pupil premium applies.
 5. Supporting access to curricular enrichment activities, where the impact of attending these would positively impact on self-esteem, confidence, specific curriculum strengths or attainment.
- All our work through the pupil premium will be aimed at accelerating progress to move children to at least age related expectations. Initially this will be in communication, English and Maths
 - Pupil premium resources may also be used to target able children on FSM to achieve L3 or L5
 - Provision may not be directed towards children who have funding from other sources.

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to include the following information in Headteacher's report for the Governors:

1. The amount of pupil premium received by the school
2. Plans to use the pupil premium in the year ahead with an outline of which children/groups are being identified as priority
3. The impact of the premium and progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
4. 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

At the end of the academic year, the Governors of the school will ensure that there is a statement published on the school website for parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Impact

The impact of the pupil premium will be measured through:

- tracking and evaluating pupil progress
- annual evaluation of pupil attainment
- Primary Assertive Mentoring meetings
- Primary Assertive Mentoring targets and target setting

Appeal

Any appeals against this policy will be through the governor's complaints procedure.

Agreed by Governors 14th May 2013. Reviewed April 2014, June 2015, Jan 2017, Jan 2018, September 2018

Signed (Chair of Governors)

To be reviewed annually.