



PUPIL PREMIUM POLICY

Approved by: Liz Bennett **Date:** 14th June 2021

Reviewed on: June 2023

Next review due by: June 2024

St Paul's Cray CE Primary School

Pupil Premium Policy

Aims:

- Commitment to meeting needs of all pupils so that all reach their full potential
- Understanding of the need to tackle disadvantage to ensure inclusion and equal access for all pupils
- To raise attainment of pupils who are socially disadvantaged and adopting practices that will narrow gaps where they exist
- Pupil premium will be allocated following a needs analysis which will identify/prioritise classes, groups or individuals for extra support.

Provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are equally assessed and then addressed.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate pupil premium funding to support any pupil or groups of pupils that are identified as needing additional support to achieve improved outcomes in learning and /or well-being.

Provision:

There is a wide range of provision on offer to help pupils to thrive in their learning and achieve their best. All the work through the pupil premium is aimed at accelerating pupil progress to at least age-related expectations in English and mathematics. This includes:

- Reading recovery in Year 1 and 2
- Small group support with an experienced teacher
- Additional small group support with a teaching assistant
- Additional learning and/or support through learning mentors or outside agencies
- Extended school provision through clubs
- Family worker and counselling services
- Extended work for able pupils to achieve Level 3 or Level 5 and to make two levels progress from Year 2 to Y6
- One-to-one tuition in writing and mathematics

Rationale for providing support:

Pupil Premium is used in the first instance to support the needs of pupils in receipt of free school meals however this may also be used to include other children who have been identified as vulnerable in lines with the aims above. The senior leadership team will monitor progress of all pupils and decide which pupils need additional provision and what that provision will be and these will be

discussed with parents. We use a range of data to monitor progress including prior attainment and regular teacher assessments. This is used to plan next steps in learning. Quality first teaching followed by timely interventions are used to maximise pupils' progress and attainment.

Monitoring and evaluation

Additional provision is monitored session by session by the staff providing support. Planning is adjusted accordingly in line with discussions with the class teacher and SENCO. The overall effectiveness and impact is evaluated termly through pupil progress reviews (PPRs) and termly meetings by those who are providing interventions with the class teacher and SENCO. A range of evidence is used:

- Progress outcomes
- Feedback from staff, the child, parents and other professionals who may be involved
- Examples of work
- Informal evidence from discussion to establish improvements in well-being, attitude to learning attendance, behaviour etc.

The FPP committee will monitor the use of Pupil Premium funding and there will be an annual report made to parents and published on the school website each July.