****

**WIBSEY PRIMARY SCHOOL**

|  |
| --- |
| **Pupil Premium Policy** |

|  |  |  |
| --- | --- | --- |
| Agreed by GovernorsDate:  | Full Governors | x |
| Finance and General Purposes |  |
| Teaching and Learning |  |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved  | Lisa Knowles |  |
| Review |  |  |

**Overview**

Wibsey Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach.

At Wibsey, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all.

**Aims**

As a school in receipt of Pupil Premium Funding we are accountable to our children, parents, governors and additional stakeholders for how we use this additional resource to ensure our eligible children have the chance to achieve national expectations or better.

The aims of this policy are:

1. To ensure Pupil Premium Funding reaches the pupils who need it most and provides additional educational support to raise the achievement of pupils in receipt of this funding.
2. To narrow the attainment gap between the educational achievement of pupil premium pupils and their peers.
3. To address underlying inequalities, as far as possible, between pupils.

**Background**

The pupil premium is a government initiative that targets extra money at disadvantaged pupils, in order to improve education outcomes. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential and often do not perform as well as other pupils. The premium is provided to enable these pupils to be supported to reach their potential and have experiences and opportunities to support this.

The Government has used pupils entitled to free school meals (FSM), children in care (CiC) and service children as indicators of disadvantage, and have 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Wibsey Primary School, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to narrowing the gap regarding attainment and increase attendance.

**Context**

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues.

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

**Key Principles**

By following the key principles below, we believe we can maximise the impact of our pupil premium spending:

* Teaching and learning opportunities will meet the needs of all pupils;
* Appropriate provision will be made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed;
* In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged;
* We also recognise that not all pupils who are 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 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 one time.

**Legislation and Guidance**

As a school, Wibsey follow the conditions of the grant guidance from the Department for Education on pupil premium spending 2020-2021.

DfE <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>

**Building Belief**

We will provide a culture where:

* Staff believe in ALL children
* Staff adopt a “solution-focused” approach to overcoming barriers staff support children to develop
* Staff build on the BLP muscles and children’s resilience

**Use of The Grant**

We will ensure that:

* All staff are aware of the pupil premium children in the class and in how as a school we are identifying the gaps in learning and addressing these to narrow the difference.
* We use research (such as that completed by the Education Endowment Foundation) to support us in determining the strategies that will be most effective

All our work through the pupil premium grant will be aimed at accelerating progress, moving pupil premium children to at least age-related expectations.

The range of provision could include and would not be inclusive of:

* Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
* 1-1 support
* Transition from primary to secondary.
* Additional learning support.
* Paying for all activities, educational visits and residentials, thereby ensuring children have first-hand experiences to use in their learning in the classroom.
* PE provision
* Music provision
* Behaviour support.

This list is not exhausted and will change according to the needs and support our disadvantaged and vulnerable pupils require.

**Identification of Pupils who are eligible for Pupil Premium**

We will ensure that:

* ALL staff are aware of who pupil premium and vulnerable children are
* ALL pupil premium children benefit from the funding, not just those who are underperforming
* Underachievement at all levels is targeted
* Children’s individual needs are considered carefully so that we provide tailored support in order to accelerate progress and overcome barriers to learning

**Improving daily First Quality Teaching**

We will continue to ensure that all children across the school receive consistently good teaching, with increasing percentages of outstanding teaching achieved by using our leaders to:

* Set high expectations
* Address any within-school variance
* Ensure consistent implementation of the non-negotiables, e.g. marking
* Share good practice within the school and draw on external expertise
* Provide high quality CPD
* Improve assessment through joint moderation
* Increasing learning time of key skills

**We will maximise the time children have to “catch up” through:**

* Improving attendance and punctuality
* Providing earlier intervention (KS1 and EYFS)
* Extended opportunities for learning
* Booster groups and small group learning
* Enrichment opportunities for life-long learning

**Individualising support**

We will ensure that the additional support we provide is effective by:

* Looking at the individual needs of each child and identifying their barriers to learning
* Ensuring support staff and class teachers communicate regularly
* Providing high quality interventions
* Working with other agencies to bring in additional expertise
* Providing extensive support for parents to develop their own skills to support their children’s learning within the curriculum
* To manage and support in times of crisis
* Tailoring interventions to the individual needs of the child
* Recognising and building on children’s strengths and achievements to further boost confidence

**Role and Responsibilities**

* The Data and Finance Administrator will be notified by Bradford Council when a child is added to the FSM or CiC register. This means they are then added to the PP register and shared with staff.
* Assistant Headteacher for Inclusion ensures the pupil premium register is up to date. Liaises with CiC team and Virtual school to complete PEPs and Pupil Premium + identifying costing.
* Assistant Headteacher liaises with the Deputy Headteacher to complete the Pupil Premium Strategy Plan each year using the approved template and presents reports to Governors.
* Headteacher oversees all pupil premium funding and strategies as part of the SIP and SEF
* The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of diminishing the difference for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

**In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.**

**Monitoring and Evaluation**

We will ensure that:

* A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
* Assessment Data is collected at the set assessment points so that the impact of interventions can be monitored regularly
* Assessments are closely moderated to ensure they are accurate
* Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
* Regular feedback about performance is given to children and parents
* Interventions are adapted or changed if they are not working
* We regularly evaluate the impact of pastoral interventions, such as on attendance and behaviour
* A designated member of the SMLT maintains an overview of pupil premium spending
* There is a named governor with responsibility for pupil premium

**Most Able Pupils**

Wibsey Primary School is committed to ensuring that all children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum, but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of their circumstances. Our aim is to help our children nurture existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.

**Reporting**

It is the responsibility of the headteacher, or a delegated member of staff, to produce the DFE Pupil Premium Strategy template and to ensure that it is displayed on the school website so parents (and the DFE) can see how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils.

When reporting about pupil premium funding we will include:

* Information about the context of the school
* Objectives for the year
* Reasons for decision making
* Analysis of data
* Use of research
* Nature of support and allocation
* Learning in the curriculum
* Social, emotional and behavioural issues
* Enrichment beyond the curriculum
* An overview of spending
* Total PPG (pupil premium grant) received Total PPG spent
* Total PPG remaining
* A summary of the impact of PPG
* Performance of disadvantaged pupils (compared to non-pupil premium children)
* Other evidence of impact e.g. Ofsted, Accreditation

In addition, the headteacher, or a delegated member of staff, will produce regular reports for the Governing Body, which will include:

* The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
* An outline of the provision that was made since the last meeting.

School website: <https://wibseyprimary.co.uk/pupil-premium-funding/>

**COVID 19**

Evidence points to the widening of the attainment gap between pupils eligible for the pupil premium gap and other pupils (EEF). The National Tutoring Grant and Recovery Grant will predominately be used to enhance provision for pupils eligible for the pupil premium grant, reduce the curriculum gaps that are a result of COVID-19 closures and absences, and thereby narrow the attainment gap between pupils eligible for the pupil premium gap and other pupils.

If isolating, children will have access to remote learning and work packs so as to not disadvantage their education. Computer access will be supported when necessary and where possible (See remote learning policy).

**Ongoing COIVD-19 restrictions**

Due to the restrictions and difficulties faced as a result of COVID 19, provision may look different to previous years and may be adapted across the academic year. All staff will ensure that children experience high-quality provision with COVID restrictions considered:

* Further learning opportunities (trips, experiences and visits) may be adapted to provide rich experiences in school or virtually (e.g. online visits) if these are not accessible in person.
* In order to protect classes, catch up programmes and interventions will be provided by the staff working within each Year Group. These will still be delivered by highly-skilled members of staff and tailored to individual needs.
* Monitoring will be completed regularly and remotely and staff will continue to communicate. Learning walks may be in the form of a video being shared, via video link or remote discussions in order to protect classes.