



## **WESTFIELD PRIMARY SCHOOL AND NURSERY**

### **Pupil Premium Policy**

**Ratified: February 2022**

**Ratified by: Full Governing Board**

**Date to be reviewed: February 2025 by the Full Governing Board**

## **Principles**

We will ensure that teaching and learning opportunities meet the needs of all of our pupils and that appropriate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are rigorously assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive Free School Meals (FSM)\* will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## **Background**

The Pupil Premium Grant (PPG) is funding provided to schools which is in addition to main school funding. It is allocated according to the number of pupils on roll who are eligible for Free School Meals, a smaller amount is allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

The Government believes that the Pupil Premium is the best way to address the current disadvantage between children eligible for FSM and their peers, through ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils in order to increase attainment and "diminish the gap" between these children and their non-FSM peers. However, schools are to be held accountable for how they have used the additional funding to support pupils from low income families. Information regarding how we are spending our pupil premium and the impact that it is having is published on our school website and updated yearly.

## **Provision**

In order to meet the above requirements, the Governing Body of Westfield Primary & Nursery School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils, where we strive to 'diminish the gap' between those children in receipt of Pupil Premium funding and their peers, bringing Pupil Premium children at least in line with Age Related Expectations (ARE).

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

The Governors 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 range of provision**

The range of provision the Governors may consider includes:

- Providing small group support focussed on overcoming barriers or gaps in learning
- Additional teaching and learning opportunities provided through trained TAs or external agencies.
- Pastoral and emotional support through breakfast club, nurture / social skill groups, 1:1 protective behaviours programme and counselling
- Early in-house family intervention support
- Specialist support for children from outside agencies
- High quality CPD to further upskill staff to provide high quality teaching and learning
- Additional teaching and learning resources and opportunities, including further enrichment activities including school trips , residential and attending school clubs
- Financial support with school uniform and equipment and school dinners

We have a holistic approach to all that we offer our children at Westfield, which includes how we use the Pupil Premium funding which may be supplemented with additional funding to support children socially, emotionally and educationally with the overall aim for them to reach their true potential.

Pupil Premium resources may also be used to target able children on FSM to achieve above age related expectations.

The school, working alongside the Governors will publish information annually on how they have used their Pupil Premium Grant to address the issue of 'diminishing the gap', for socially disadvantaged and identified vulnerable groups.

The SENCO/InCo, in conjunction with the Head Teacher, will maintain an ongoing programme of support for socially disadvantaged/vulnerable pupils, which will be subject to the oversight from the Pupil Premium Governor.

## **Reporting**

It will be the responsibility of the Headteacher/ SENCO/InCo to report termly for Governors outlining:

- The progress made towards diminishing the gap, against their cohort, for socially disadvantaged/vulnerable pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Head Teacher to ensure and outline the school's progress towards 'diminishing the gap' for socially disadvantaged/vulnerable pupils. This is given to the Full Governing Body on a termly basis.

The Governors will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'diminishing the gap', for socially disadvantaged/vulnerable pupils. This task will be carried out within the requirements published by the Department for Education.

## **Success Criteria**

The evaluation of this policy is based on how quickly the school can 'diminish the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early identification, intervention and support for socially disadvantaged/vulnerable children
- Rigorous systems for identifying, assessing and monitoring pupil progress and impact of provision.
- Having an effective whole-school holistic approach.
- The vast majority of socially disadvantaged children will meet make good progress from their starting points.
- Effective parental pupil school support.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.