



### PUPIL PREMIUM POLICY - 2023/2024

#### **Background**

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

From 2012-2013, it was expanded to include all children who have been eligible for FSM within the last 6 years. Additional funding has also been identified for service children and adopted children - Pupil Premium Plus (PPP). This additional funding will be used following the same principles laid out in this policy.

#### **Accountability**

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- The performance tables, which show the performance of disadvantaged pupils compared with their peers.
- The new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium.
- The new reports for parents that schools now have to publish online.

#### **Funding**

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

#### **Context**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. There can be a range of barriers for FSM children. The challenges are varied and there is no "one size fits all".

#### **School Culture**

We will provide a culture where:

1. We believe in all children
  - a. there are "no excuses" made for underperformance.
  - b. staff adopt a "solution-focused" approach to overcoming barriers.
  - c. staff support children to develop growth mindsets towards learning.
2. We have high expectations.

3. We share good practice within the school and draw on external expertise.
4. We provide high quality staff training.
5. We ensure assessment, including Assessment for Learning, informs next steps in learning schools
6. Use research and training to support us in determining the strategies that will be most effective.

### **Guiding principles for the allocation of resources at Irby Primary**

1. Quality first teaching and reducing child: adult ratio.
2. Teaching and learning opportunities and support that meet the needs of all of the pupils including focused intervention for example, Irby Advance.
3. Pastoral and emotional support for example Emotional Literacy Support Assistant (ELSA), Positive Resolutions (Family Support), Seasons for Growth (Changes to family circumstances, including bereavement).
4. Equality of opportunity. This could be access to visits, IT equipment or extra-curricular events.
5. Promoting and supporting attendance.

Allocation of funding will, in the first instance, be targeted towards raising the achievement of children on Pupil Premium but will impact positively on all children, for example through intervention groups, whole school resources and reduced child: adult ratio and any pupil or groups of pupils the school has identified as being in need of intervention and support.

Pupil Premium funding will be used where priority classes, groups or individuals have been identified through progress meetings. This means that not all children receiving free school meals will attend specific interventions if such interventions do not meet their academic or pastoral needs, but they will benefit because of the improved child: adult ratio within the classroom. Underachievement at all levels is targeted. All pupil premium children benefit from the funding, not just lower attaining pupils. Intervention groups also focus on higher achieving children who need further challenge or children who are working at the expected level but may have misconceptions, for example a child may be achieving well within mathematics lessons but struggle with fractions.

**The review of the impact of Pupil Premium funding and the strategy for the new academic year takes place in the summer term.**

Taken to Curriculum Committee on

Date

Signed Chair of Curriculum Committee

Date

*(Each page must also be initialled)*