**Weaverham Forest Primary School**

**Pupil Premium Policy**

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**Approved by Governors:**

**Updated: Jan 2019**

**Review date: June 2022**

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**Background and legal context**

The most important factor in predicting a child’s future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children’s outcomes: ill health; family stress; low levels of parental education and parental involvement in their children’s education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year while the coalition government is in office, is

allocated to schools for each pupil registered for FSM at any point in the last six years (known as ‘Ever 6 FSM’).Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Department for Education has stated that schools: ‘are free to spend the pupil premium as they see fit’. However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

* 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

**Principles**

* Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
* Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
* All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
* Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
* In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

**Roles and responsibilities**

**Governing body**

* The governing body will approve the overall strategy for deploying pupil premium funding prepared by the headteacher and presented in the School Strategic Development Plan (SSDP).
* The governing body will hold senior and middle leaders to account for implementing the school’s strategy and for evaluating its impact on the achievement of targeted pupils.
* The school has a designated governor who ensures that the pupil premium is used for those pupils in receipt of the funding and that the targeted support has an impact on pupil outcomes.

**Headteacher and SLT**

* The headteacher retains overall responsibility for leading the pupil premium strategy.
* The headteacher will monitor and have actions in place for reducing the gap between pupil premium pupils and their peers as in the SSDP.
* The headteacher will produce termly reports for the governing body, showing the progress made by socially disadvantaged pupils.
* The headteacher, deputy headteacher and SENCo will have evaluate the impact of the support programme.

**Subject leaders**

Maths and literacy subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the governing body through the headteacher.

**All staff**

* All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
* Class teachers are responsible for the progress made by all pupils.
* All staff will give pupils clear feedback that helps them to improve their work.

**Evaluating impact**

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

**Short term**

* The school will have an effective strategy for supporting pupil premium pupils and there will be strong commitment to this strategy by all stakeholders.
* Resources will have been purchased and appointments made so that actions in the SSDP are being implemented.

**Medium term**

* Evaluation through scrutiny of pupils’ work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils

**Long term**

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

* the progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils
* the attainment gap – accelerated progress will result in closing the gap in grades/levels.