

**Pupil Premium Policy**

**Mission Statement**

We provide a vibrant, caring, Christian environment with a happy, friendly and calm atmosphere in which children and staff can live and work together. We always aim for standards of excellence in teaching, learning and caring for each other.

I lift my eyes to the hills – where does my help come from? My help comes from the Lord, the Maker of heaven and earth. Psalms 121 v 1-2.

Pupil Premium Policy

At Hapton CE/Methodist Primary School we believe that all our children have an equal entitlement, and should have an equal opportunity to:

* Acquire skills and abilities
* Make excellent progress across all subjects
* Attain well
* Have a love of learning
* Develop imagination and creativity
* Enjoy a wide range of experiences
* Attend school regularly
* Enjoy reading and read with confidence and ability

Background information on Pupil Premium funding

Pupil premium is additional funding from the government, provided to support pupils from low income families to ensure they benefit from the same opportunities as all other children.

Research shows that pupils from deprived backgrounds underachieve compared to their non – deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator to deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals and who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces.

**Our Overall Objectives:**

* Our school will ensure that the Pupil Premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
* The Pupil Premium will be used to provide additional educational support to improve progress and raise the achievement for these pupils.
* The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
* The school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.
* The school will provide experiences to impact on teaching and learning.

**How we will ensure effective use of Pupil Premium**

* The Pupil Premium will be clearly identifiable within the budget.
* Each year the head teacher, in consultation with the governors and staff, decide how the money is spent for the benefit of the entitled pupils.
* The school recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We look closely at all groups and may wish to allocate some pupil premium funding to support any pupils who are legitimately identified to support and develop their learning.
* The school will assess what additional provision should be made for the individual pupils.
* The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by Pupil Premium
* The head teacher and Pupil Premium Leader will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing on line information about how the Pupil Premium has been used.
* The school will track the impact of the strategies put into place through the funding to ensure that we show the value that has been added to the education of the entitled children.
* The school will monitor, evaluate and review the success of the impact of pupil premium funding.

**Provision**

We will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

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| Intervention | Rationale |
| Flexible use of Support Assistants | These will provide small group or 1:1 support to focus on overcoming barriers to learning and/or improve learning via accelerated progress. |
| SENCo | Coordination of intervention, 1:1 support, attendance and booster activities to those that require it. Also to provide extra external support where appropriate for academic or social/ emotional needs. |
| Learning Mentor | Part time nurture or mentoring support to ensure social and emotional needs are met and pupils prepared for learning. Targeted intervention and support to pupils who demonstrate poor attendance resulting in improved levels of attendance leading to improved levels of progress. Also to improve links between families and schools. |
| HLTAs | To work alongside class teachers in whole class situations for the support of PP children - 1:1 or small groups support to accelerate levels of progress. |
| Literacy and Maths leader | Provide support and guidance to all teachers in literacy and maths – sharing proven techniques to support the learning of PP children in these areas. |
| Subsidy of educational visits | Providing disadvantaged pupils with the same experiences as other children to support learning and develop curiosity and love of learning.  |
| Subject boosters | Interventions designed and performed by subjects – eg booster, revision, ICT software to enable PP pupils to further access subjects.  |

Other provision may be included on analysis of need.

**Reporting Outcomes**

It will be the responsibility of the Pupil Premium Leader to produce a report for the Governing Body that will include:

* The progress towards closing the gap, by year group, for disadvantaged pupils
* An outline of the provision made during the term since the last report
* An evaluation of the cost effectiveness, in terms of progress made by the pupils receiving a particular provision, when compared with other forms of support.
* We anticipate the following benefits to be seen:
* Improved progress and attainment
* Improved curriculum engagement
* Improved participation
* Improved confidence
* Improved literacy and numeracy
* Improved aspirations for their future

The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

To be reviewed again October 2025