

STYAL SCHOOL PUPIL PREMIUM POLICY



Styal Primary School



Inclusion

At Styal Primary School we seek inclusive practice for all members of the school community. In practice we see this as enabling all stakeholders including pupil premium children to participate in and enjoy fully school life. We strive to work with individuals in a way that best suits their needs.

Introduction

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Reception to Year 11. For looked after children, the Pupil Premium was calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and is used to address any underlying inequalities amongst eligible children.

Aim

To ensure that the Pupil Premium is used to reach the pupils who need it most and make a significant impact on their education and well-being. We aim to improve Cultural Capital as well as give strategies. Our focus is always to keep 'the main thing, the main thing' – putting children at the heart of our decisions.

We have high aspirations and expectations for all of our pupils and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

We use evidence-based approaches (from EEF Education Endowment Foundation) as our starting points and carefully adapt them to our school context. We have identified the challenges and barriers for our disadvantaged pupils by looking at data and asking opinions of stakeholders.



Quality First Teaching

Quality First Teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for Pupil Premium. CPD and teacher training would support the raising of attainment of pupils.

Targeted Academic Support

Interventions are most effective when deployed alongside efforts to improve teaching. This includes both teachers and teaching assistants providing targeted academic support. This can be 1:1 or small group interventions.

Wider Strategies

This covers the most significant non-academic barriers to success in school. Examples include attendance, behaviour and social and emotional support.

Objectives

1. To provide additional educational support to improve the progress and raise the standard of achievement for these pupils.
2. To close the gap between the achievement of these pupils and their peers where it exists.
3. To address any underlying inequalities between children eligible for Pupil Premium and others, as far as the school's powers allow.
4. To enable the school and families to work together to improve these pupils' progress.
5. To allow pupils to thrive in their social and emotional development.

Implementation

1. The Headteacher will report termly to the governing body and annually to parents/carers via the website on how Pupil Premium funding has been used and how effective the intervention has been in achieving the objectives in this policy.
2. In addition, the Headteacher will publish information online, about how the school will and has used the Premium and on the progress and attainment of the groups of pupils covered by the Premium.
3. The school will seek to develop further strategies and interventions which can improve the progress and attainment of these pupils.
4. Pupil Premium will be spent on activities within the following areas:
 - improving attendance and punctuality;
 - providing intervention programmes and additional resources to improve attainment;
 - improving children's capacity to engage in learning and the school community through a range of activities including nutrition, emotional health and wellbeing, life skills, play, out of hours activities, trips and residential activity;
 - improving inclusion, including therapeutic interventions and one-to-one support;
 - working with families to support engagement in learning;
 - support to individual children to enable them to participate in school life or develop specific interests and talents.

Monitoring and Evaluation

1. The schools will monitor and evaluate the impact of the strategies put into place through the funding to ensure that we can demonstrate the value that has been added to the learning of the entitled children
2. Impact will be evaluated by using pupil tracking information, information on attendance, pupil and parent/carers feedback.

September 2024

Review date – September 2025