



Guildhall Feoffment Community Primary School
Pupil Premium Policy

Approved by the Governing Body

Signed: _____

Chair of Governors

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Pupil Premium Strategy

The Pupil Premium Grant (PPG) is additional funding given to schools so that they can support and close the attainment gap between disadvantaged pupils and their peers. It is up to school leaders to decide how to spend the pupil premium. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas below but focusing on teaching quality - investing in learning and development for teachers. Read the Education Endowment Foundation's (EEF) pupil premium guide for information about the tiered approach to spending.

1. Teaching

Schools arrange training and professional development for all their staff to improve the impact of teaching and learning for pupils.

2. Academic support

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to buy extra help.

3. Wider approaches

This may include non-academic use of the pupil premium such as:

- school breakfast clubs
- homework clubs
- help with the cost of educational trips or visits

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

The PPG is not 'ring-fenced' and schools are free to spend it as they wish but need to demonstrate that the expenditure is contributing to closing performance gaps between children who experience social disadvantage and others. The grant is intended to benefit children who are currently in school.

The School policy aims to:-

- Identify the funding received through the Pupil Premium in the development and budget plan.
- Inform the Local Governing Body through reports of the Pupil Premium allocation, the proposed plans for and the impact of spending.
- Publish information on the Pupil Premium allocation and spending on the school website.
- Closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to all pupils, including those entitled to benefit from the Pupil Premium.
- Ensure that where there are pupils eligible for Pupil Premium who are not falling behind their peers, curriculum enrichment activities are used to raise aspirations beyond age related expectations (these pupils must be clearly identified on the school's tracking system so that evidence of their performance is clear).
- Evaluate and monitor Pupil Premium spending to measure impact and spend it in ways shown to be most effective (with reference to the Education Endowment Fund (EEF) Teaching and Learning Toolkit, which summarises the evidence for different approaches to raising attainment).

1. Priorities

Setting priorities is key to maximising the use of the PPG. For this academic year 2022-2023, the school has identified a number of specific barriers to learning for pupils eligible for the grant:

Our priorities are as follows:

- Closing the attainment gap between disadvantaged pupils and their peers, continuing to support pupils who have fallen behind furthest due to COVID-19 pandemic.
- Creating a leadership environment and school climate that is conducive to the good implementation of new strategies, ultimately leading to diminished barriers to learning in every class.
- Ensuring an excellent teacher is in every class to raise attainment and accelerate progress for all pupils.
- Raising the achievement of pupils reading and writing through effective phonics teaching, teaching literacy creatively and effectively, putting high quality, diverse and engaging texts at the heart of all learning.
- Developing a stimulating and engaging curriculum that meets the needs of our pupils and enabling students to excel in all curriculum areas.
- Providing targeted academic support for pupils who are not making the expected progress by ensuring appropriate support and scaffolding is in place to address the specific needs of pupils.
- Providing pastoral support to pupils to support improved PSHE and academic outcomes and increase pupil well-being.
- Supporting families who are disadvantaged to access support and opportunities such as extra-curricular activities and experiences.
- Ensuring all staff are held accountable for the outcomes of the pupils who are in receipt of the pupil premium grant.

2. Provision

At Guildhall Feoffment Community Primary we regularly review our Pupil Premium practice to ensure spending is evidence-based and improving outcomes. To do this successfully we will:-

- Ensure that teaching and learning opportunities meet the needs of all of the pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of pupils who receive the pupil premium funding are adequately assessed and addressed.
- Recognise that not all pupils who receive free school meals will be disadvantaged.
- Recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged. Each intervention will be inclusive of pupils receiving the pupil premium grant.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all pupils receiving free school meals will be in receipt of pupil premium interventions at one time. However, we will endeavour that over the course of an academic year intervention will take place for all of the pupils receiving free school meals.

This will be achieved through (but not limited to):-

- A whole school ethos of “Everyone is Accountable”.
- “Quality First” teaching.
- Early intervention – identifying pupils vulnerable to underachievement on entry to school.
- Providing experiences to broaden horizons and raise aspirations and cultural capital
- Small group tuitions/interventions/catch-up
- Additional teaching and learning opportunities provided through learning support assistants, external agencies and educational visits.
- 1:1 daily reading where appropriate
- Regular training for specific staff, based on a pupil needs audit
- A curriculum which is designed to offer maximum flexibility to meet the needs of individuals
- Structured Conversations with pupils and parents to identify barriers
- Acquiring resources aimed at raising standards
- Providing high quality reading materials suitable for all areas of the curriculum.

3. Monitoring

The Governing Body have a monitoring oversight of the use of Pupil Premium funding and the provision it supports.

Once decided, additional provision is monitored closely by the school. Adaptations are then to be made as necessary. The overall effectiveness and impact must be evaluated regularly through scrutiny of data and books by the SLT and pupil progress meetings held with the class teachers, reviewing impact of interventions and overall teaching.

In evaluating effectiveness, a range of evidence can be used including:

- External Pupil Premium Review.
- Attainment and progress outcomes.
- Individual Case Studies of pupil premium pupils.
- Work samples of pupil premium pupils’ progress over time.
- Evaluation of specific projects.

4. Reporting

The PPG leader will produce reports/ action plans for the Governing Body.

These will include:

- The progress made toward maximising achievement for pupils eligible for Pupil Premium.
- An outline of the provision and the impact of this provision on maximising achievement.
- Financial details of how pupil premium is/was spent and an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared to other forms of support.

The Governing Body is responsible for ensuring that the Headteacher provides an annual statement to parents on how the Pupil Premium funding has been used. This task will be carried out within the requirements published by the Department for Education and published on the school website.

5. Review

There will be a review of this policy by the governing body every three years.

Next review: December 2027