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# Horsmonden Primary School

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## *Pupil Premium Policy*



## **Principles**

The Staff and Governors of Horsmonden Primary School are totally committed to ensuring that provision is made, to secure the learning and teaching opportunities that meet the needs of all of the pupils. This means that we aim for all children to make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## **Provision**

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in communication, English and Maths.

The range of provision the Governors at Horsmonden Primary School may consider, include:

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- 1:1 tutoring and/or support for short, regular sessions to enable a child to catch up with peers
- Early intervention through targeted programmes to support developing speaking and listening skills, reading, writing and number concepts
- The specific teaching of phonics (throughout the school) as an essential component of supporting the development of early reading skills
- Additional teaching and learning opportunities provided through trained Teaching Assistants, pastoral care or external agencies

- Parental involvement – an increased focus on activities and/or initiatives that encourage parents to support their children’s learning effectively
- Pupil Premium resources may also be used to support able children from the target group to achieve L3 and the end of KS1 or L5/6 at the end of KS2
- Reducing group sizes to support acceleration of progress
- A broad and varied extra-curricular programme
- Financial support to ensure children do not miss opportunities such as residential visits, swimming, after school clubs
- Additional support for assessments, training and advice from specialists

### **Monitoring and Evaluation of Provision**

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through pupil progress meetings and meetings to review the impact of interventions.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- Anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

The Governors will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

### **Reporting**

It is the responsibility of the Headteacher and the Leadership team to produce regular reports for the Governors’ Learning Committee. This report will include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision and the impact of this provision on narrowing the gap
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- The average progress of pupils receiving support funded from pupil premium
- Comparative progress and attainment data for all non- socially disadvantaged pupils.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of ‘narrowing the gap’, for socially disadvantaged pupils. This task will be carried out within the

requirements published by the Department for Education and published on the school website.

### **Appeals and Complaints**

Any appeals against this policy will be through the School's Complaint Procedures.

### **Review**

This policy will be reviewed at least every three years as part of the schools' cycle.