



HARTSBOURNE PRIMARY SCHOOL

Mission statement: Valuing Potential; Creating Opportunities

PUPIL PREMIUM POLICY

To be read in conjunction with Assessment for Learning Policy, Equal Opportunities Policy, SEND Policy, Teaching & Learning Policy, Working with Parents Policy

This policy has been agreed by staff and Governors and will be regularly reviewed.

DATE OF POLICY:	FEBRUARY 2024	DATE OF NEXT REVIEW:	FEBRUARY 2026
MONITORED BY:	Head Teacher	PUPIL PROGRESS COMMITTEE	

VISION

Community	Happy Memories	Confidence	Aspiration
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We aim to be a school where the children are at the centre of everything that we do. Decisions that we make around the curriculum and school life are carefully considered to reflect the current needs of the children. Mental health is balanced with their academic needs to nurture the whole child.

We strive to provide a fun, inclusive and nurturing environment for children to learn, through challenging lessons with an emphasis on progress and achievement. The curriculum design will be broad and ambitious and provide opportunities for the children to learn about the wider world around them. We aim for them to see themselves within the topics and themes that we choose but also to enhance their awareness and understanding of those who are different from them.

Our outside space is extensive and well resourced. We believe that outdoor provision provides opportunities for children to build the characteristics of effective learning which enables them to achieve across the curriculum.

The strong community of our school is built upon the relationships between all staff, children and parents. By the time our children leave Hartsbourne we believe that they will be confident, inquisitive learners who will have lifelong happy memories. The skills they develop will enable them to overcome any challenges that they meet and prepare them for secondary school and beyond.

RATIONALE

At Hartsbourne we have high aspirations and ambitions for all our children and are determined to ensure that they are given every chance to realise their full potential whatever their individual and family circumstances. Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last 6 years (known as 'Ever 6 FSM', or 'FSM6'). Pupil Premium is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

Pupil Premium also provides funding for children who have been looked after for more than six months (CLA) and the children of service personnel, through Service Pupil Premium. It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable bespoke support for identified children in a range of ways appropriate to their needs.



PRINCIPLES

We are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Under the School Information (England) (Amendment) Regulations, Schedule 4 there is specified information which has to be published on a school's website. Section 9 requires schools to publish "The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated."

In meeting this requirement we will observe our continuing responsibilities under GDPR Regulations, so that individuals or groups of individuals, including children funded through Service Premium cannot be identified.

AIMS AND OBJECTIVES

- Ensure that Pupil Premium allocated to our school is used solely for its intended purpose.
- Use high quality teaching and learning as the preferred way to narrow gaps in attainment.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time-limited way.
- Be transparent in our reporting of how we have used Pupil Premium, so that our parents, interested stakeholders and others are fully aware of how this additional resource has been used to make a difference.
- Encourage our parents and carers to register for PPG in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming benefits or having a low income.
- Be mindful of the fact that eligibility of PPG does not equate with pupils being considered to be "low attainers" because of their social circumstances and that all staff have high expectations for disadvantaged children.
- Ensure there is robust monitoring and evaluation in place to account for the use of Pupil Premium.
- The Senior Leadership will regularly review the use of Pupil Premium.

ANALYSIS AND IDENTIFICATION OF NEED

Pupil premium funding will be allocated following a data and needs analysis, which will focus on evidence-based strategies proven to positively develop whole-class teaching, specific areas of academic weakness amongst our disadvantaged community, or non-academic barriers to learning. A constant process of reviewing the impact of our pupil premium spending will help us identify which strategies to retain and which to change.

PROVISION

Following guidance from the EEF (Education Endowment Federation), we will target our Pupil Premium in three main areas:

1. Developing high-quality teaching for all children through the training and up-skilling of class teachers;
2. Targeted academic support for disadvantaged children who are below age-related expectations, particularly in light of the disruption caused by the Covid-19 pandemic;
3. Wider strategies to address non-academic issues that may also negatively impact upon achievement, such as attendance, behaviour, social and emotional support.

Information about the ways in which the funding has been allocated will be available on our Pupil Premium Strategy Statement, published on our school website.

ROLES AND RESPONSIBILITIES

- The PPG lead, in collaboration with class teachers and senior leaders, will regularly review the use of appropriate interventions, support and resources for children in receipt of pupil



premium. They will also assess the impact of PPG funding and take strategic decisions about the spend in forthcoming years.

- The Headteacher will report to governors on the use and impact of pupil premium.
- Class teachers and support staff will ensure that they know the disadvantaged children in their classes, have a good understanding of any central barriers to their achievement, understand how the Pupil Premium Grant is being spent to support those children and consistently maintain high expectations of them.
- The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

INCREASING THE CHANCES OF SUCCESS

All staff will promote an inclusive and collaborative ethos that will support all pupils to thrive and provide inclusive and differentiated teaching and resources for those pupils who are in danger of falling behind their peers.

We will 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. 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 socially disadvantaged.

PARENTAL ENGAGEMENT

Parents are children's first educators and know their children best of all. We will ensure no stigma is attached to participating in an intervention in our school and we will work with parents to provide every opportunity we can for their child by 'going the extra mile'. This may include working with external agencies, providing support for parents, tailoring interventions to meet the needs of individual children.

Children transitioning into the school under in-year admission arrangements will be assessed within the first three weeks of attendance and outcomes shared with parents. All parents will be notified of their child's progress at termly parent teacher meetings, in the end of year written report or at other times by mutual agreement. The PPG Lead will communicate regularly with disadvantaged families and ensure that funding is being spent in a bespoke manner that provides them and their children with real support.