

Wavertree CE School Pupil Premium Policy

Belong Believe Achieve



Our Principles

All members of staff and governors are committed to raising achievement for all children, diminishing the gap between children who are eligible for the Pupil Premium grant and their peers. We are committed to meeting the pastoral, social and academic needs of all children within a caring and nurturing environment. This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her potential with appropriate challenge and support. We recognise that not all children who qualify for Pupil Premium are low attainers and we strive to raise the attainment of all our children. We also recognise that some children who are socially disadvantaged are not receiving the Pupil Premium funding and our provision enhances their opportunities too.

Background and Definitions

The Pupil Premium is a Government initiative with additional funding allocated to publicly funded schools in England in order to improve the academic outcomes for disadvantaged children. The funding provides a focus which has a clear intention to close the gap between these children and their more advantaged peers allowing them to reach their full aspirational potential.

The Government are not dictating how schools should spend the money, but are clear that schools will need to employ the strategies that they know will challenge and support their pupils to increase their attainment and narrow the gap. Schools will be accountable for narrowing the gap and performance tables include measures that show the attainment of pupils who receive the pupil premium compared with their peers.

The Government have allocated the funding to:

- Children whose parents/carers are in receipt of free school meals (FSM)
- Children whose parents/carers have been in receipt of free school meals (FSM) within the past 6 years
- Children with one or more parent/carer who is in the armed forces
- Children classed as Looked After Children (LAC) who are cared for by a Local Authority, adopted from care or under a Special Guardianship or Residence Order

Our Provision

We recognise that Covid-19 has presented significant challenges for the education of all children and acknowledge that disadvantaged children may be particularly adversely affected. We remain focussed on the needs of Pupil Premium children in line with our overall policies of minimising the effects of a disrupted education for all children.

In order to meet the above requirements, the school will ensure that provision is made which provides quality first teaching for all children and that the curriculum on offer is ambitious whilst appropriate, challenging and engaging. We want our children to have confidence in themselves and to aspire to their future goals and dreams. We support all children with their social and emotional needs and development. Our priorities during each academic year will be cohort driven and actions identified will support our disadvantaged children, within the whole class setting. Some identified children will have access to support through targeted interventions and will be invited to attend out of school clubs to promote their social learning.

As part of the additional provision made for pupils who belong to vulnerable groups, the Headteacher will ensure that the needs of socially disadvantaged pupils are adequately assessed and actions addressed through termly progress meetings, their academic progress tracked, barriers to learning identified and targets and next steps set.

Evidence built up over preceding years confirms that the majority of children in receipt of pupil premium funding (as well as others), are low attainers and therefore the school philosophy of seeking to maximise every child's potential through appropriate interventions is consistent with that recognition.

Our planned action for children receiving the Pupil Premium meets the guidance set out in the EEF Guide to Pupil Premium document. Our Pupil Premium Strategy statement follows the suggested '*Tiered Approach*', focusing on quality first teaching, targeted academic support and wider strategies to address the barriers children receiving the premium may face.

Our provision will offer curriculum equality for all children and will provide opportunities to access a broad, balanced, challenging and aspirational curriculum with an emphasis on considering what the children in our school need. Quality first teaching will focus upon the sequence of learning, building knowledge, skills, vocabulary and making links across subjects and learning. Promoting a love of reading is high profile for all our children and reading for pleasure will form part of pupil premium discussions. We provide outdoor learning opportunities as part of our universal offer to ensure all children have experiences to enhance in-class learning. The children in receipt of Pupil Premium will benefit from opportunities to engage in additional teaching and learning opportunities and targeted support where necessary.

Evaluation and Reporting

It will be the responsibility of the Headteacher to produce a report for the school and to provide feedback to the governors on:

- The attainment and progress made by children in socially disadvantaged groups at the end of each academic year in prime (EYS) / core subjects (Y1-6)
- The progress made in narrowing the gap between children in socially disadvantaged groups and their peers
- Subject leaders should be aware of how the children in the disadvantaged group are achieving in their subject and what the potential barriers to this may be
- The impact of actions carried out within the term and evaluation of cost effectiveness

The Headteacher will ensure that an annual statement is prepared for and approved by the governors to be made available to parents.

Success Criteria

- There will be a narrower gap between children receiving the Pupil Premium and their peers
- Children receiving the Pupil Premium are identified and their barriers to learning highlighted and acted on
- Quality first teaching addressing the needs of all children will be in place and monitored through learning walks, including those carried out by the Curriculum Co-ordinator, Mr Woods.
- Early intervention and targeted strategic support is available for children
- The vast majority of socially disadvantaged children will meet their individual targets
- Wider strategies are implemented with evident impact
- An effective whole school system will impact on pupils learning by successfully identifying, assessing and evaluating progress e.g. data and Pupil Premium pupil and staff assessment report that helps children to recognise their own strengths and points for improvement
- Adopting an effective whole school consistent approach to a broad and challenging curriculum which encompasses both the hidden and local curriculum along with appropriate sequences of learning in and across subjects
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as members of the school community; developing confident and independent learners
- having high expectations of all learners and developing an environment where aspiration, independence and resilience is promoted, encouraged and supported

Pupil Premium Lead Mrs Brooksbank

December 2021

To be reviewed: December 2022