

Pupil Premium Policy
Ingleby Mill Primary School
2021 - 2022



Policy Reviewed December 2021

Date of Next Review December 2022

Ingleby Mill Primary School

Principles

All members of staff, governors and teaching assistants accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an essential, integral part of the 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 full potential, irrespective of need.

Our pupil premium plans recognise the whole child and the positive impact on well-being and on learning that can be achieved through appropriate social and emotional support.

Key Principles:

- A clear focus on quality first teaching
- Staff have good knowledge of disadvantaged pupils and their needs
- Gaps are identified and addressed
- Progress and/or impact is tracked and evaluated
- Staff have high expectations and ambition for all pupils
- Staff have the knowledge, resources and training to effectively support children's well-being

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds. Research shows that these children can underachieve compared to their non-disadvantaged peers. The premium is provided in order to support these pupils in reaching their potential.

The Government has used pupils entitled to free school meals as an indicator for deprivation, and has deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for free school meals. This fixed amount of money has increased every year of this current Parliament. At Ingleby Mill Primary school we will be using the indicators of those eligible for Free School meals, those in the care of the Local Authority, children with a parent or parents in the Armed Forces and recently adopted children as our target children to 'close the gap' regarding attainment and progress.

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

Provision

In order to close achievement and attainment gaps, the Governing Body of Ingleby Mill will ensure that provision is made which secures high quality teaching and learning opportunities that meet the needs of all pupils.

We have published our three-year plan (2021/22 – 2024/25) in the school's Pupil Premium Statement published on our website. Our priorities outlined in the plan are:

- Children across school including disadvantaged children enjoy a full year in school and make good progress
- Children in early years and KS1 are effectively supported in early reading
- The needs of disadvantaged children learning from home are met
- Children's emotional well-being is prioritised by all staff

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings and by poverty proofing life experiences and opportunities in school.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors 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 being socially disadvantaged.

The range of provision

- Staff access to high-quality, recommended training packages and delivery which can be tailored to needs
- Additional resources to support staff in effectively delivering phonics in KS1 and to maintain support at KS2 where required – linked to Bug Club Phonics
- Engaging with the National School-Led Tutoring programme to provide 1-1 and 1-2 tuition for targeted pupils prioritising but not limited to, disadvantaged pupils
- Access to Counselling/Play Therapy through partnership agreement with ABC Counselling plus BU led by DHT
- Purchase of home online access and SATS revision guides: SeeSaw, Reading+, Active Primary, Marvellous Me, Nessy, Timestables Rock Stars, Spelling Shed etc
- Maintain investment in support staff to deliver same day intervention support and feedback
- Allocate money as required to needs/actions that arise as a result of PEP/LAC Reviews
- Attendance at training and networks to support work in school (ie PP Cluster, Transforming Tees etc)
- Covering 50% transport costs for PP pupils for all educational visits (100% LAC)
- Subsidising costs for PP pupils for any residential visit (50% PP, 100% LAC)
- Subsidising all after-school club costs for PP pupils (50% PP, 100% LAC)
- Contingency fund – eg subsidising/covering uniform costs when required for PP pupils transferring mid-year

The PP Champion, in conjunction with the Senior Leadership Team, will monitor the ongoing programme of support for socially disadvantaged pupils, which will be evaluated by the Governors.

Reporting

It will be the responsibility of the PP Champion, to report termly to the school's senior leadership team and annually to the governors School Improvement Committee on:

- The progress made towards closing the gap, by year group, for socially disadvantaged pupils.
- An outline of the impact of provision in terms of attainment and progress of PP pupils as well as participation in the wider school curriculum.

It will be the responsibility of the PP Champion to ensure and outline the school's progress towards 'closing the gap' for socially disadvantaged pupils is given to the school's Governors on a termly basis.

The Governing body will consider the information provided from the School Improvement Committee in the light of the data relating to the progress and participation of the school's socially disadvantaged pupils.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'close the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are to ensure that:

- Early intervention and support for socially disadvantaged children are established
- The vast majority of socially disadvantaged children will meet their individual targets.
- Parent/school partnership is effective
- An effective system for identifying, assessing and monitoring pupils is in place.
- A whole-school approach to meet the needs of all children.
- A positive school atmosphere is created in which pupil differences are recognised and valued.
- Confident, successful and independent learners develop.

Key Staff

Beth Atkinson –Head Teacher

Kay Coverdale – Deputy Head Teacher

Lucy Simmonds – Pupil Premium Champion

Steve Watson – PP Governor