

Awsorth Primary and Nursery School

Pupil Premium Strategy

Pupil Premium is allocated to schools with pupils on roll in that are known to have been eligible for free school meals (FSM) at any time in the last six years. Evidence and facts make it abundantly clear that poverty is the single most important factor in predicting a child's future life chances. The pupil premium is aimed at re-writing the futures of these children by closing the attainment gap between themselves and their peers as well as ensuring that they make expected or better progress.

The targeted and strategic use of pupil premium supports schools in achieving our vision of helping everyone to achieve to their full potential.

Principle

Leaders are committed to using the Pupil Premium to powerfully address social disadvantage by ensuring that teaching and learning is designed to meet the needs of all pupils. Each pupil attracts £1345, which is additional to the school's budget, for schools to utilise in ways that they think will best support the focus on raising of the attainment and aspirations of the most vulnerable pupils.

Schools recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals, because of this we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as being in need of intervention and support. Support will be allocated following a needs analysis which will identify priority classes, groups or individuals. Due to limited funding and resources not all children receiving free school meals will be in receipt of pupil premium interventions at all times.

Schools will:

- 🌀 Carry out diagnostic assessments of well-being and learning needs
- 🌀 Ensure appropriate provision is made for vulnerable pupils
- 🌀 Prioritise the use of Pupil Premium funds for maximum impact
- 🌀 Perform regular reviews and monitoring
- 🌀 Focus provision on the development of the whole child
- 🌀 Support staff with focussed CPD

The responsibility for the care, support and achievement of Pupil Premium pupils lies with all staff.

Leadership	Class Teachers	Governance
<ul style="list-style-type: none"> ✓ Strategic approach ✓ Assess, monitor and evaluate the impact of provision ✓ Analyse data & take action regarding gaps widening or plateauing ✓ Monitor the quality of interventions & provision ✓ Challenge & support teachers to achieve the aims ✓ Report annually to governors regarding pupil premium provision. 	<ul style="list-style-type: none"> ✓ Be aware of procedures for the identification and assessment of PP pupils. ✓ promotes good development ✓ Collaborate to agree action ✓ Know the barriers to learning & progress for each pupil ✓ Plan & deliver a curriculum which provides a broad & balanced education which engages all learners ✓ Maintain accurate records ✓ Working closely with TA's/SENCo to ensure that provision is effective ✓ Liaise with outside agencies where appropriate 	<ul style="list-style-type: none"> ✓ Agree & review the Pupil Premium Strategy ✓ Named governor to monitor & evaluate impact of PP Strategy ✓ Ensure that funding is being used to raise attainment, aspirations and provide positive futures ✓ Ensure consistent approaches ✓ Ensure high standards & expectations ✓ Perform an annual review & report to all Governors

<ul style="list-style-type: none"> ✓ Evaluate the value for money of provision & intervention provided with PP funds ✓ Develop provision for groups of children with similar challenges and needs 		
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Provision

Provision is designed to maximise learning. A menu of provision has been developed that individually and together will have a positive impact on learners based on ‘Unlocking Talent, Fulfilling Potential’ (2017), Education Endowment Foundation toolkit (EEF) and research from Sutton Trust.

Whole School	Targeted	Wider strategies
School ethos Quality of teaching Transition planning Staff CPD Focussed tracking & evaluations Focussed recruitment/staffing Purchase of quality whole phase/school schemes and resources Assessment STEM workshops	Tutoring 1:1 support Small group tuition Intervention programmes Booster Classes Social and emotional intervention GDS provision	Attendance Attachment, trauma, behaviour and wellbeing Social & Emotional support Breakfast/Afterschool Clubs Parental Partnerships Enrichment opportunities such as music tutoring STEM workshops

Academic Extension	Cultural Enrichment	Personal Development	Financial Barriers
Intervention programmes Resources Small group teaching and intervention 1:1 intervention GDS provision Quality schemes of work Reading fluency and comprehension support	Clubs Residentials School Visits Events Career Days Arts/Drama/Music Events STEM workshops	ELSA Structured PSHE scheme EMET Counsellor Attendance Management Speech & Language Provision STEM workshops Attachment, trauma, behaviour and wellbeing support Fine motor skill support	Clubs Residentials Breakfast/Afterschool Clubs Music tuition Uniform Technology Educational visits

Reporting

It is the responsibility of the Headteacher, or a delegated member of staff, to report to the Governors on:

- The progress made towards narrowing the gap within school and nationally.
- Outline provision
- Evaluate the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.
- Ensure that correct and accessible information is available on the school website.

Parents will receive information as to the progress of pupils through personal information sent home, through parents evenings and through reporting of assessment results at the end of the academic year as part of the formal annual report.

Information about the use of Pupil Premium is available for parents on the website.