Holmer Green First School and Pre-School
Pupil Premium Policy

Aims

At Holmer Green First School and Pre-School, our aim is to provide opportunities for our children to blossom and grow through our curriculum. We strive to inspire our children to become the best that they can possibly be. As a school, we focus on the development of children's knowledge and skills across all aspects of Development Matters in Pre-School and Reception and the National Curriculum in Year One and Two, with the intention of ensuring that pupils are ready for the next stage of their learning. This policy outlines how we ensure the pupil premium money is spent to ensure that it has the maximum effect for the pupils.

Background

Pupil Premium is a publicly-funded government initiative that targets extra funding at pupils from disadvantaged backgrounds. The Department for Education (DfE) (2024) suggests that pupils from disadvantaged backgrounds often underachieve compared to their peers and face extra challenges in reaching their potential at school. The pupil premium grant is provided to enable these pupils to be supported to reach their full potential and improve their progress.

The government has used pupils entitled to free school meals (FSM), looked after and previously looked after children and service children as indicators of those who are disadvantaged, and have provided a fixed amount of money for school per pupil based on the number of pupils registered for FSM over a rolling six-year period.

The government is not instructing schools how they should spend this money as it is suggested that school leaders should decide how the funding is spent as they are best-placed to assess their children's needs. This ensures that funding is used to best support their student's needs and improve their attainment.

The Education Endowment Foundation (EEF) proposes a tiered model approach to ensure that funding is used most effectively. This approach targets 3 main areas; focusing on teaching quality, investing in learning and development for teachers. This ensures that teaching, academic support and wider approaches are embedded in this approach.

Context

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, English as an Additional Language or weak

language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.
There may also be complex family situations that prevent children from blossoming and growing. The challenges are varied and support will need to be adapted for each individual child.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- Staff believe all children can make good progress.
- Staff support children to develop their skills as learners.
- Every moment should be a language moment to develop and enrich the children's vocabulary.
- Staff believe that we should treat the symptom, not the cause.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- Staff use the data to determine intervention programmes and teaching strategies to maximise progress.
- Staff monitor the development of skills, not just the child's outcomes or level at the end of the year.

Identification of pupils

We will ensure that:

- All teaching staff are involved in the analysis of data and identification of pupils.
- All staff are aware of who the pupil premium and vulnerable children are and provided with a register.
- All pupil premium children benefit from the funding.
- Children's individual needs are considered carefully so that we provide targeted and specific support to each individual.

Increasing learning opportunities

We will ensure that we maximise the time children have to close the gap through:

- Improving attendance and punctuality.
- Providing early intervention when gaps are noticed.
- Providing quality first teaching.
- Providing interventions.
- Ensuring every moment has an opportunity to develop and enrich their vocabulary.

- Providing opportunities for children to develop their skills as learners.

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Tailoring interventions to the needs of the child.
- Ensuring pastoral support is provided for children who need it.
- Ensuring children are challenged and targeted during whole class teaching.
- Matching the skills of the support staff to the interventions they provide.
- Ensuring teachers provide quality teaching to the children.
- Supporting parents at home by sharing strategies and support to help their child.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks and pupil voice.
- Assessment data is collected termly so that the impact of interventions can be monitored regularly.
- Interventions are monitored regularly.
- Interventions are noted on class provision maps that are reviewed and updated termly.
- Teaching staff attend and contribute to pupil progress meetings and the identification of children is reviewed.
- Disadvantaged register is updated regularly and shared with all members of staff.
- Interventions and support is changed and adapted if they are not having an impact.
- A governor takes responsibility for monitoring pupil premium.
- Termly meetings take place with the pupil premium governor to discuss pupil premium.
- The governors will review and approve the annual Pupil Premium Strategy Statement before publication.

The Range of Provision

The following is a list of the types of support we may provide. We will consider other support on an individual basis. Class provision maps will show the support that children with pupil premium are receiving.

- Facilitating children's access to education and reducing attendance issues.
- Ensuring all children have access to the curriculum through the use of teachers and teaching assistants supporting children in class.

- Additional teaching and learning opportunities using small group support and individual support from a range of staff providing intervention programmes outside the classroom.
- Pre-teach lessons to be delivered to allow the children access to materials before the rest of their peers.
- Additional support and interventions to provide children with pastoral support, service children support etc.
- Support the funding of enrichment activities, extra-curricular clubs and educational visits or events.
- Develop the children's cultural capital by allowing them opportunities that may not be readily available at home e.g. baking, cooking, crafts, magazine subscription.
- Supporting children by providing them with appropriate equipment or materials to ensure they can access the curriculum.
- Develop the children's social and emotional skills.

Funding must be used to support children to make progress within school that is at least equal to those children not eligible for pupil premium funding.

<u>Reporting</u>

When reporting about pupil premium funding, we will include:

- Funding overview.
- School Overview.
- Statement of intent.
- Challenges.
- Intended outcomes for:
    - Teaching.
    - Targeted academic support.
    - Wider strategies.
- Strategy outcomes from previous pupil premium strategies.

The Pupil Premium Strategy Statement (including funding allocation, how it will be spent, and measurable outcomes) will be updated and published annually by 31st December on the school's website, in line with DfE requirements. The impact of the previous year's spending will also be published in the reviewed Pupil Premium Strategy Statement. These documents will be shared with governors and made available to parents via the website.