



Name of Policy: Pupil Premium

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Links with other policies: Curriculum Policies and statement, Confidentiality, safeguarding and equal opportunities.

Links to procedures & notes filed elsewhere:

Review: Annual

APPROVAL: Governor Policy Group

Woodlands Meed Equalities Statement is available on the website:

www.woodlandsmeed.co.uk under policies

Woodlands Meed's Overall Aims: Building Unique Futures Together

This includes:

- Providing a safe, secure environment
- Recognising the individual needs and strengths of each child
- Planning and facilitating unique, enjoyable opportunities to maximise learning and potential
- Working with parents/carers and outside agencies to achieve the best for each child
- Ensuring opportunities from the wider community are utilised

What is Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools to support pupils from disadvantaged backgrounds (as defined by being eligible for free school meals currently or at some point in the previous 6 years), pupils from families employed in the armed services, Children Looked After (CLA) and Adopted pupils. The Pupil Premium is therefore a vital resource to help narrow the attainment gap between disadvantaged pupils and their peers, while enhancing their learning journey and achievement. The PPG is allocated in differing ways, the FSM component is allocated on an annual basis, and the CLA PPG is allocated depending on the policy of the responsible Local Authority for each child. In the case of the CLA the responsible Local Authority acts as the 'corporate parent' and the educational provision is overseen by each pupil's reviewing officer and the Virtual Head teacher for the CLA. This policy outlines how we will use the Pupil Premium allocated to us to support the individual needs and educational provision

of pupils and narrow any attainment gaps that exist between Pupil Premium pupils and non-Pupil Premium pupils.

Our Aims

The targeted and strategic use of pupil premium will support us in achieving our aim of helping address the inequalities that some children face who are considered 'the most disadvantaged' in schools. We will do this by:

- Delivering high quality learning experiences inside and outside the classroom.
- Providing a range of group and individual interventions designed to support the learning, behaviour, personal, social and emotional development of those with identified needs.
- Offering a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

Principles

- We will ensure that teaching and learning opportunities meet the needs of the pupils.
- 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We may allocate the Pupil Premium funding to support any pupil or groups of pupils the school, at its discretion, has identified as being socially disadvantaged.
- Interventions will be made up of FSM children and non-FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all. The Deputy Head (T and L), or other authorised members of staff will review pupil progress data and hold pupil meetings to identify students and groups accordingly.

Provision

We will provide the identified priority groups or individual with:

- An accessible curriculum including additional class based or intervention work to accelerate progress of targeted groups or individuals.
- Learning Support to enable children to fully access learning and accelerate progress where there are specific barriers or other identified learning needs identified in the Education, Health and Care Plan.
- Pastoral and wellbeing work which undertakes to raise self-esteem, extend personal, social and emotional skill sets and resilience to support children to make appropriate choices to maximise learning and life opportunities.
- Out of Hours and Enrichment to ensure that children are given a full opportunity to develop other talents in sport and creativity to improve self-esteem, self-confidence and motivation for school.

Reporting

The Deputy Head (T and L), or other authorised members of staff, will produce regular reports for Governors through the learning and wellbeing committee:

- The progress made towards 'narrowing the gap' for socially disadvantaged pupils
- An outline of the provision in place at school and college
- An evaluation of impact, in terms of the progress made by the pupils receiving pupil premium funded provision.
- The Deputy Head (T and L), or other authorised members of staff, will provide an annual statement to parents on how Pupil Premium funding has been applied. This will be carried out mindful of any requirements published by the Department of Education.
- This policy will be published on the school's website.