

DENBIGH PRIMARY SCHOOL



PUPIL PREMIUM POLICY

Policies at Denbigh Primary School are designed to support the ethos, aims and vision of the school as outlined in the School Development Plan (SDP). We strive for excellence in all that we do and everyone expects the best from everyone else. In partnership with parents and the wider community, we provide a safe, caring and active learning environment in which all pupils enjoy their education and achieve their full potential.

British Values

At Denbigh Primary School we value the diverse ethnic backgrounds of our pupils and their families. We undertake a variety of events and lessons to celebrate the diversity within our community. Underpinning this is a range of curriculum topics which have strong links to British values. We have found this approach to be enriching for all parties as it teaches tolerance and respect for the differences in our community and the wider world.

Our policies are designed to be inclusive and to eliminate discrimination. We take action to ensure that nobody is treated less favourably than anyone else because of their colour, race, ethnic or national origin, religion, gender, sexual orientation, disability or age.

TEACHING & LEARNING POLICY

Policy reviewed and adopted by Full Governing Body – December 2020

Responsible Governor: Mrs N McKiernan (Pupil Premium Governor)

Review date: Autumn term 2022

Pupil Premium Champion Teacher: Mr P Dear (Assistant Headteacher)

Principles

At Denbigh Primary School we are committed to offering our pupils a quality education. We want all our children to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning
- Experience opportunities beyond the classroom to enhance their life chances

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, reaching their full potential. Teachers, governors, teaching assistants and support staff accept responsibility for:

- 'Socially disadvantaged' pupils and are committed to meeting their pastoral responsibility
- Social and academic needs within a caring environment.

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.

Background

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

The Government have used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals.

At Denbigh Primary School we will be using the indicator of those eligible for Free School Meals as our target children to 'diminish the difference' regarding attainment.

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 'diminish the difference'. Schools are accountable for 'diminishing the difference' and school performance tables include data to show the attainment of PP pupils in comparison to their peers.

Greater impact with PP funding - Provision

In order to meet the above requirements, the Governing Body of Denbigh Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. The priorities of the School Development Plan will include support relating to the identification of the needs and barriers affecting disadvantaged pupils and groups at Denbigh Primary School.

Our priority in the academic year 2020-2021 will be focused on:

- Providing high quality intervention, support and challenge for individual pupils
- Ensure the wellbeing of pupils
- Improving standards of early language acquisition

The range of provision includes:

- Increase teacher to pupil ratio in Years R, and 6 to support the needs of all pupils and ensure rapid improvements from their low base line and improve end of key stage outcomes.
- Providing small group work with an experienced teacher/teaching assistant focused on overcoming gaps in learning
- Cultural development and wider opportunities to maximise outcomes for pupils by providing a range of enrichment and extra-curricular experiences to enable pupils to build self-confidence and communication skills
- 1:1 booster sessions
- Breakfast club
- Additional teaching and learning opportunities provided through sport coaches, trained teaching assistants, learning mentor, external specialists e.g. speech therapist, play therapist

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 monitoring. 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.

Day to day Management

Mr P Dear, Assistant Headteacher will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors' Achievement & Standards Committee.

Reporting

It will be the responsibility of **P Dear, Assistant Headteacher** to produce a termly report for the Governor's Achievement & Standards Committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that was made during the term since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

It will be the responsibility of the governing body to ensure an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is reviewed on a termly basis. Pupil premium governor = **Mrs N McKiernan**.

The governing body will consider the information provided from the Achievement & Standards Committee in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the revised schools' league tables.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole-school approach
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community
- Developing confident and independent learners

Evaluation / Outcome

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

COVID INTERRUPTION PLAN

In the interim period, during Covid 19, funding will be allocated in the following ways:

- Theatre groups visiting school
- Shakespeare training and performance for staff and pupils
- Speech & Language Therapist (Magic Words)
- Catch-up phonics and reading
- Chromebooks for Years 5 & 6
- Staff CPD on remote learning
- CPD on mental health and wellbeing for pupils and staff