



Living life to the full

Henley-in-Arden
C of E Primary School

Pupil Premium Policy

January 2025

Aims:

At Henley, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect

1. BACKGROUND

- 1.1 The Pupil Premium is a Government initiative that targets extra money at pupils from socially disadvantaged backgrounds, which research shows are more likely to underachieve compared to their peers. The funding is provided with the express intention of supporting these pupils in achieving their full potential.
- 1.2 Children who are registered for free school meals (FSM6) will automatically qualify for pupil premium funding for 6 years.
- 1.3 The Government has also allocated a fixed amount of money to schools per pupil classified as 'vulnerable' either because of their special educational needs or circumstances.
- 1.4 Schools are free to spend the Pupil Premium monies, which is additional to the underlying schools budget, in a way they think will best support the **raising of attainment** for the most vulnerable pupils.
- 1.5 While the money is awarded on a per child basis, the funds are not to be spent each year on a particular child; the money is pooled and allocated according to need in order to 'close the gap'.
- 1.6 The targeted and strategic use of Pupil Premium will support us in achieving our vision of closing the attainment gap and accelerating progress across the School.

2. PRINCIPLES

- 2.1 We ensure that teaching and learning opportunities meet the needs of all of our pupils.
- 2.2 We 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.
- 2.3 While making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- 2.4 We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has identified as being socially disadvantaged. Every project or initiative funded by the Pupil Premium funding will benefit at least one of the FSM6 children.
- 2.5 Pupil Premium funding will be allocated following a needs assessment, which will identify priority classes, groups or individuals. Limited resources may mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time although they will all benefit throughout the course of each academic year.

2.6 Children adopted from care or who have left care

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2021 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

3. PROVISION

- 3.1 The range of provision the Leadership Team and Governing Body consider making for this group could include:
- Providing small group work with an experienced teacher focused on overcoming gaps in learning;
 - 1-to-1 support;
 - Additional teaching and learning opportunities provided by trained Teaching Assistants or external agencies;
 - Resources to meet the need of particular individuals or groups of pupils;
 - Memorable opportunities created for pupils;
 - Developing parental engagement and aspirations;
 - Development of the wider curriculum;
 - Cultural enrichment; or
 - Emotional support.
- 3.2 Our work through the Pupil Premium will be aimed at accelerating progress in English (reading, writing, grammar, punctuation and spelling) and Maths, moving children to at least age related expectations.
- 3.3 Pupil Premium resources may also be used to target able FSM6 children in order for them to work at 'greater depth' the end of Key Stage 1 or the end of Key Stage 2.
- 3.4 The Leadership Team will seek to engage with teaching staff and parents/carers to tailor the provision offered.
- 3.5 As part of the additional provision made for pupils who belong to vulnerable groups, each Governing Body will be responsible for monitoring an aspect of the Pupil Premium:
- Finance team for the Pupil Premium Budget and for monitoring additional staffing funded by the Pupil Premium.
 - Performance and Standards team for the monitoring of the inclusion of all eligible pupils and their attainment and progress.

4. STRATEGY

- 4.1 Decisions on how the Pupil Premium is spent is detailed in the three-year strategy which can be found on the school's website.
- 4.2 The strategy is informed by research evidence and this evidence is referenced within the strategy.
- 4.3 The strategy will be reviewed annually to ensure the identified challenges and intended outcomes remain relevant.

5. REPORTING

- 5.1 It will be the responsibility of the Headteacher to produce termly reports for the Governing Body that include:
- The progress made towards narrowing the gap, by each individual, against national averages;
 - 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.
- 5.2 The Governing Body will ensure that there is an annual statement to parents detailing how the Pupil Premium funding has been used to address the issue of 'closing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on the School's website.

6 APPEALS

- 6.1 Any appeals against this policy will be through the School's *Complaints Procedure* which is available on the school website.

7 EVALUATION – SUCCESS CRITERIA

- 7.1 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:

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



APPENDIX

Report to parents: sample

1. Pupil premium grant expenditure: Henley C of E Primary School

How do we spend our pupil premium grant (PPG)?

The Pupil Premium funding is used for academic interventions; in particular, small group and 1:1 tuition which is led by teachers and teaching assistants. Henley C of E Primary School acknowledges that the attainment and progress of children can be affected by a child's self-esteem and wellbeing. Therefore the pupil premium can also be used for pastoral support and enrichment activities such as emotional support and music tuition. We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance.

How do we measure the impact of PPG spending?

We continuously review our provision, and our evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. Where an intervention is not working, we either change how we are doing it, or stop it altogether. Our school governors have a good understanding of the Pupil Premium funded activities and their impact, and challenge our school to narrow the achievement gap.

We measure the impact of Pupil Premium Grant spending by tracking every pupil's progress and knowing every child's needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including:

- Lesson observations
- Work in books
- Pupil interviews
- Parent and carer surveys
- Attendance data
- Individual pupil target-setting data

Record of PPG spending

Group	Objective	Intended Outcome



**Pupil premium grant expenditure: Henley C of E Primary
Report to governors: sample for previous year**

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	
Total number of pupils eligible for PPG on roll	
Amount of PPG received per pupil	
Total amount of PPG received	

Previous performance of disadvantaged pupils

(pupils eligible for free school meals or in local authority care for at least six months)

% of pupils making expected progress in English at EoKS2			
% of pupils making expected progress in Maths at EoKS2			
Average Point Score at EoKS1			

Total PPG received	
Total projected PPG expenditure to date	
PPG remaining	

Record of PPG spending by item/project			
Item/project	Cost	Objective	Intended Outcome
<u>AUTUMN TERM</u>			
Total			