

CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Pupil Premium Policy

Status of Policy	Date
Reviewed	Annually
Ratified by governors	May 2025
Review date:	May 2026

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,
promoting excellence and nurturing compassion, honesty, trust, hope,
respect, thankfulness and courage.*

John 10 v 10:

Jesus said: "I have come that they might have life, and have it to the full"



Pupil Premium Policy

Aims and Objectives

At Crowthorne Church of England Primary School we believe every child is entitled to an education of the highest quality and place high importance on ensuring every child feels a sense of belonging. We understand that a variety of factors can have an impact on children's access to the curriculum and wider life of the school, therefore impacting their outcomes. The targeted and strategic use of the Pupil Premium Grant aims to prioritise our children in these circumstances and will support us in achieving our aim of helping every child to achieve their full potential. We seek to achieve this by:

- Ensuring the best possible delivery of learning experiences in the classroom.
- Having a range of group and individual interventions designed to support those with identified needs.
- Offering a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and developing a positive view of learning.

What is the Pupil Premium Grant?

- Pupil Premium is additional funding, from the Government, provided to schools for supporting pupils from families deemed to be at a disadvantage, so ensuring they benefit from the same opportunities as all other children. There are different categories of children that qualify for the Pupil Premium grant:
 - Children who are eligible for free school meals (FSM).
 - Children who have received free school meals in last 6 years (Ever 6).
 - Looked after children.
 - Children who have left 'looked after care' because of adoption, a special guardianship order, a child arrangements order or a residence order.
 - Children of parents serving in the Armed Forces.
- School Leaders decide how the Pupil Premium grant is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible (as stated in guidance published by the DfE). Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the pupils who qualify for Pupil Premium.
- All staff and governors accept responsibility for disadvantaged pupils, and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of Pupil Premium will support us in achieving our vision.

Principles

1. We ensure that teaching and learning opportunities meet the needs of all of the pupils.
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.
3. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged.
4. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

5. Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
6. We understand that children can face disadvantage at any time in their lives and for varying periods of time.

Provision

The range of provision Staff and Governors may consider making includes:

- Deploying additional adults in class to support learning and to enable pupils to make accelerated progress.
- Providing 1:1 and small group work with an experienced teacher or TA, focused on overcoming gaps in learning, or barriers to learning.
- Providing additional teaching and learning opportunities delivered by teachers, TAs or outside agencies.
- Providing support for children, with regards to emotional and behavioural issues and providing support for parents.
- The use of strategies such as 'Tilt Groups' for specific cohorts, or lessons.

In addition, the school recognises that the wider curriculum supports and enriches children's development in communication and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities, and staff development / training to ensure that all staff in school are able to provide for each individual child and additional resources for children to support their learning.

Reporting

It will be the responsibility of the Headteacher and Pupil Premium Champion, to produce regular reports for Governors on:

- The progress made towards 'closing the gap' for socially disadvantaged pupils.
- An evaluation of the effectiveness, in terms of the progress made by the pupils.
- Analysis of the attendance of pupils eligible for the PPG.
- An outline of the provision that was made since the last meeting.

Parents will receive information as to the progress of pupils through reports at Autumn and Spring Parents' Evenings and the End of Year Report provided at the end of each academic year. In addition, parents will receive a letter in the Autumn Term, inviting them to select a Club for their child to attend, and reminding them that the costs of any class trips (including residential) will be met by the PPG.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for disadvantaged pupils. When completing this report, the Pupil Premium Champion will be mindful of any requirements published by the Department for Education. The school's statement will appear on the school website.

The Pupil Premium Strategy is reviewed at least annually and published on the school website. The required DfE template will be used. The strategy includes a statement on how the previous year's funding has been used to meet the needs identified and to address any barriers to learning. It will also outline the priorities for the next academic year and the plan for expenditure.

