

Crowan Primary School – Pupil Premium Policy



Ratified by the governing body on:

Signed: _____ (Chair of Governors) Date: _____

Next review: *Spring 2021*

Our Aim:

The targeted and strategic use of Pupil Premium will support us in achieving our aim of helping everyone achieve their full potential.

We will do this by:

- assuring the best possible delivery of learning experiences in the classroom.
- providing 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 creating a positive view of learning.

Our Principles:

We will ensure that:

- teaching and learning opportunities meet the needs of all of the pupils.
- appropriate provision is made for pupils who belong to vulnerable groups.
- progress and achievement is accelerated and maximised.

In making provision for vulnerable pupils, we recognise that not all pupils who qualify for Pupil Premium will be vulnerable. We also recognise that not all pupils who are vulnerable qualify for the Pupil Premium. Any support, intervention or opportunity will therefore be made up of Pupil Premium children and non-Pupil Premium children, where it is recognised that their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our Provision:

We will consider the use of a tiered approach to spending the Pupil Premium as recommended by the Education Endowment Fund: *'The EEF Guide to the Pupil Premium'* and supported by the DfE: *'Pupil Premium Strategy Statement' (18/10/19)*

1) Teaching - Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. *Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.*

2) Targeted academic support - Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. *Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.*

3) Wider strategies - Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. *While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.*

Our focus will be upon addressing the following areas:

Achievement and Standards

To provide 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 other than identified Special Educational Learning Needs.

Pastoral work

To raise self-esteem, to extend the personal skill sets of individuals and to support children to make appropriate choices in order to maximise learning opportunities.

Out of hours and enrichment

To ensure that children are given a full opportunity to develop other talents in sport and creativity to also improve their self-confidence and motivation for learning.

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for *Governors* on:

- the progress made towards narrowing the gap for socially disadvantaged pupils
- an outline of the provision in place at the school
- an evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision

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 'narrowing the gap', for vulnerable pupils. This task will be carried out mindful of any requirements published by the Department for Education.

Associated policies:

[Curriculum Policy](#)

[Special Educational Needs and Inclusion Policy](#)

[SPCMAT Equality Policy](#)

[SPCMAT Education of Children in Care and Previously Looked After Children \(PLAC\) Policy](#)

See also the school's plan for the use of the 'Catch-up' funding (September 2020) provided by the DfE in response to the coronavirus pandemic.