

Springfield Infant School and Nursery

Pupil Premium Policy 2024

Article 3- The best interests of the child must be a top priority in all actions concerning children.

Article 12 – Every child has the right to say what they think in all matters.

Article 29 – Every child has the right to develop their personality, talents and abilities.

Principles

All staff and governors are committed to meeting the social and academic needs of all children within a caring environment.

We ensure that appropriate provision is made for children who belong to vulnerable groups this includes the needs of socially disadvantaged pupils. A child that is considered to be socially disadvantaged is entitled to develop to their full potential. We recognise that not all pupils who receive free school meals will be socially disadvantaged.

Background

The Pupil Premium is allocated to children from low-income families who are known to be eligible for Free School Meals (FSM) and children who have been looked after continuously for more than six months, and children of service personnel. From 2013-14 this also included children eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Research shows that these children underachieve compared to their non-deprived peers. The pupil premium is provided to schools in order to support these children in reaching their potential.

At Springfield we use the indicator of those eligible for PPG as our target children to 'narrow the gap' in relation to attainment. We employ a range of strategies that we believe will support children to increase their attainment and narrow the gap with their peers.

Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable for how we have used the additional funding to support children from low-income families. We are required to publish online information about how we have used the Premium. This will ensure that parents and others are made fully aware of the attainment of children covered by the Premium and the extra support that they receive.

Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individuals. Limited funding means that not all children entitled to FSM will receive pupil premium interventions at one time.

Aims

We aim to accelerate the progress of children to at least age related expectations in the core areas of the curriculum.

Pupil Premium resources may be used to target more able children on FSM to achieve the higher levels of attainment at the end of KS1.

Provision

The Inclusion Manager, allocated teacher in conjunction with the Headteacher will maintain a programme of support which will be subject to review by the governing body. The range of provision includes:

- Provide small group intervention with an experienced teacher
- Additional teaching and learning interventions with TAs
- 1:1 support
- Provide educational experiences that broaden learning
- Assessment of pupils to identify learning difficulties
- Provide support to facilitate emotional development with staff or external agencies

We are funding a teacher who will be providing quality teaching and learning through targeted activities to improve attainment for identified pupil premium children.

Reporting

It will be the responsibility of the Inclusion Manager and allocated teacher to analyse the progress of PPG children and to produce a termly report for the Headteacher to share with the Governors.

Pupil Progress meetings will enable the school to assess the progress of those entitled to PPG and to continually narrow the gap. The provision in place for pupils entitled to FSM

The governors will analyse the data and ensure that the school provide a statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gap, for PPG children.

Success criteria

The evaluation of this policy is based on how quickly the school can narrow the gap between PPG and non-PPG children.

The success criteria for Pupil Premium Policy:

- Pupils receive early intervention
- Socially disadvantaged children will meet their individual targets
- Parents are engaged with the school and support their child
- An effective system is in place for identifying, assessing and monitoring pupil progress
- Teachers plan and provide opportunities for children to access a rich and creative curriculum.

- The school has a positive ethos in which children's' differences are recognised and valued and that the school supports children in becoming confident and independent learners.