



# Manor Wood Primary

## Policy for Disadvantaged and Pupil Premium Children

March 2017



## **Policy for Disadvantaged and Pupil Premium Children**

### **Aims**

At Manor Wood Primary School (MWPS) we have high aspirations and ambitions for our children and we believe that every child should be able to fulfil their potential. We are committed to ensuring that all our children are given every chance to achieve, prosper and lead happy, healthy lives.

### **The Pupil Premium**

The Pupil Premium grant is a government initiative that targets extra money at children from disadvantaged backgrounds to enable them to reach their potential and have full access to the wide range of opportunities in school. Funding is based on indicators of deprivation including any child who is entitled to free school meals (FSM), children who are looked after or their parents are in the armed services. A fixed amount of money is provided for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period.

### **Context**

Schools have the freedom to spend the premium in a way they think will best support the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. As a result, the Pupil Premium is targeted at maximising the achievement of disadvantaged children and in a way which supports their individual needs.

### **Our Ethos**

At MWPS we are committed to providing an environment where:

- We believe that all children can succeed.
- We have a solution focused approach to overcoming barriers.
- We support children to develop a love for learning.
- Children's individual needs and interests are met effectively.

### **We ensure that:**

- We are all aware of the children who attract Pupil Premium funding and the strategies / support that are in place for them.
- The most appropriate support is in place for children identified as disadvantaged.
- Children identified as disadvantaged have full access to clubs across school and are able to learn a musical instrument if they wish to.
- Activities / clubs are monitored to ensure that they reflect the whole school population including disadvantaged children. Where this is not the case we proactively recruit disadvantaged children and fund them if necessary.
- We constantly monitor the effectiveness of strategies on learning and review provision in the light of tracking data and other evidence.
- All staff are involved in the analysis of data so that they are fully aware of the requirements of Pupil Premium Funding.

## **Roles and Responsibilities**

The Senior Leadership Team and the Headteacher are responsible for Pupil Premium provision. 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 effectively assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals. We support entitled parents and carers to apply for meals, which also leads to school being allocated the additional funding.

All Pupil Premium children benefit from the funding, not just those who are underperforming. We target underachievement at all levels (not just lower attaining pupils) and ensure that teaching is of the highest quality and that the learning needs of all children are met. Effective interventions are implemented, and good practice is shared. Continued professional development takes place throughout the year and the progress of disadvantaged children is monitored as a discrete group. Potential barriers to learning are identified and every effort is made to accelerate progress towards age related expectations at the very least. Bespoke teaching, interventions and pastoral support are targeted at individual children and parents are provided with support if required.

## **Monitoring and Evaluation**

A number of strategies are employed to monitor and evaluate the impact of support / interventions on children's learning, health and wellbeing including:

- Observations of lessons / interventions
- Work scrutiny
- Learning walks
- Case studies
- Data
- Parent and pupil voice
- Pupil progress meetings

Formal data is collected on a termly basis and analysed each term. Parents / carers are contacted if there is any concern regarding a child's progress and new strategies for accelerating progress are considered by the school. Children receive regular feedback and are able to talk about their learning needs.

In the past many staff at MWPS have taken part in "Growth Mindset" training and children are taught about how the brain works and develops, and there is a keen focus on building resilience and a determination to succeed. Increasing independence is also a key feature of MWPS and Restorative Practice has a direct impact on children's ability to make the correct decisions, develop confidence and self-esteem and to articulate their views effectively.

## **Provision / Personnel in place to support Disadvantaged Families / Children**

- High quality teaching from good and outstanding teachers
- 1 – 1 support from teachers and / or Teaching Assistants (TAs)
- Bespoke group teaching and learning opportunities delivered by trained TAs

- Effective interventions including Every Child a Reader (ECAR)
- Additional resources
- Targeted support from the Learning Mentor team, Play Therapist, Art Therapist and Children's Centre on site
- Focused nurture support
- Support for attendance
- Parenting groups and support for parents out of school
- Access to support through the 2gether Cluster
- Funded places in MWPS Out of School Club
- Funded places in clubs
- Funded transport to enable children to attend activities beyond school
- Instrument lessons
- Funded educational visits and residentials
- Uniforms for children who need them

### **Governors**

Regular feedback regarding the progress of Pupil Premium children and the use of funding is provided to governors in the Headteachers' termly report, sub-committees and full body meetings. Governors ensure that an annual statement is published on the school website explaining how Pupil Premium funding has been used to close the gap for socially disadvantaged pupils, and what the impact has been.

This Policy for Disadvantaged and Pupil Premium Children was adopted by Manor Wood Primary School on 01/03/2017

Chair of Governors – Mrs K Adams	
Signature:	
Frequency of review:	4 years
To be reviewed and approved by:	MWPS Full Board
Date of next review:	November 2024

### REVIEW RECORD

Date of review	Reason for review	Date of next review
01/11/2020	Agreed review schedule.	November 2024

Name:		Signature:	
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on behalf of MWPS Full Board

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