



EVERY LEARNING MINUTE COUNTS

Talavera Junior School  
PUPIL PREMIUM POLICY

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**Signed:** \_\_\_\_\_ (Policy Owner)

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**Print Name:** \_\_\_\_\_

**Approval Date:** \_\_\_\_\_



**Talavera Junior School**  
**Pupil Premium Policy**

**Principles**

The Staff and Governors of Talavera are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all the pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the Pupil Premium funding is allocated to children in receipt of free school meals and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

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.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being.

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

**Provision**

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the Pupil Premium will be aimed at accelerating progress moving children to at least age related expectations. Initially the focus is across the core subjects of reading, writing and maths. The range of provision the Governors may consider making for this group could include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1-1 support with focused teachers for immediate intervention
- Additional teaching and learning opportunities provided through HLTAs/ LSAs and external agencies
- Extended school provision including booster classes and fast trackers
- Targeted workshops for parents to support their children at home in the core subjects
- Wider opportunities to enrich the curriculum and life experiences

**Rationale for decisions about provision**

Pupil Premium Funding will be used in the first instance to support the learning needs of children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'.

The school's leadership team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The Inclusion Leader is also involved in this process.

We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment.

When considering the deployment and funding of additional support through Pupil Premium and other school budget monies, we take into account carefully the following options in order to maximise the impact for pupils:

- Facilitating pupils' access to education
- Facilitating pupils' access to the school's curriculum
- Support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
- Additional opportunities to enhance or complement the school offer e.g. after school clubs, holiday clubs etc.
- Alternative support and intervention

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree this following discussion and advice from colleagues and other relevant sources.

### **Monitoring and Evaluating Provision**

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated across each phase usually through pupil progress meetings and meetings to review the impact of interventions. Interventions are tracked using 'disadvantaged grids'. In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes
- Feedback from staff, the child, parents and other professionals who may be involved
- Examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says
- Anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

A governor from the Curriculum & Standards Committee will have a monitoring oversight of the use of Pupil Premium Funding, the provision is supports and the impact of the support through Governor Visits.

### **Reporting**

The Headteacher or a delegated member of the SLT will produce regular reports for the Curriculum & Standards Committee. This report will include:

- The progress made towards narrowing the gap, by year group, for children eligible for the Pupil Premium
- An outline of the provision and the impact of this provision on narrowing the gap
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

- The average progress of these pupils receiving support funded from Pupil Premium
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- Comparative progress and attainment data for all non-socially disadvantaged pupils by year group
- Provide comparative data showing our school's progress relative to other schools nationally through data supplied in the Data Dashboard. An outline of the provision that was made since the last meeting
- Include financial details of how Pupil Premium was spent and an evaluation of the cost effectiveness in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The impact of provision lined to the Sutton Trust evaluation

The Committee Chair will share this report with the Full Governing Body

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 socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and published on the school website. Parents/carers will be informed when this has been done via the school's Newsletter.

#### **Appeals & Complaints**

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose. The panel will only be convened in cases where the matter has not been resolved through the Governor's complaints procedure.

#### **Review**

This policy will be reviewed every 2 years as part of the school's cycle, sooner in the case of new information, changes and/or legislation.