



Great Sampford Primary School

Pupil Premium Policy

Updated: September 2022
Reviewed: September 2024

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Member of Staff Responsible: Head Teacher

Overview

The Pupil Premium (PP) was introduced by the Coalition Government in April 2011 to provide additional support for looked after children (LAC), children from service families and those from low income families who are eligible for Free School Meals (FSM) at any point in their six years at school. Since April 2014 the Government has also allocated funding to pupils who have been adopted from care via a Pupil Premium Plus Grant (PPG+). The funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. It is for schools to decide how the PP is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding and are required to report how the grant is being used to support pupil achievement and progress in their school.

Aims

The primary aim of our school is to ensure that all children are able to access all aspects of the school's provision in order to experience the broadest level of provision, and to achieve the highest standard of achievement and the greatest possible progress in relation to the children's individual starting points. We want achievement of disadvantaged children to be in line with that of their peers who are not disadvantaged to increase their future life chances.

Principles

At Great Sampford Primary we will ensure that:

- Teaching and learning opportunities will be targeted to meet the needs of all pupils
- The grant is used best to support vulnerable groups of children so that they achieve or exceed expectations
- Children's emotional, social and academic needs will be catered for in order for them to achieve their potential
- We use rigorous monitoring to pinpoint those children whose levels of attainment or progress are below expectations and put targeted interventions into place for them

- We allocate the best staff and use interventions with evidence of success to intervene; data throughout the intervention period is checked and used to assess whether or not the intervention needs to continue or be increased
- All staff are highly trained in the differentiation of the national curriculum and relevant interventions
- This initiative is linked to the monitoring of attendance and behaviour
- There is a clear and robust Performance Management process, linked to pupil performance and to teacher's pay
- Governors are kept informed at all stages and that there is a named governor for PP
- The allocation of funding is clearly tracked so that spending can be accounted for and its impact measured.

Context

Great Sampford is a smaller than average Primary School with less than 110 pupils on roll. The proportion of children who are eligible for Pupil Premium funding is well below the national average. 1% of pupils are eligible for free school meals and 3% for pupil premium. The proportion of pupils with SEND is average.

Strategies

In addition to quality first teaching we also employ the following strategies to support pupil achievement and progress in school:

- Support within lessons
- Targeted focus groups outside of lessons
- Additional 1:1 support
- Further personalised interventions outside of lessons
- Social, emotional and mental health interventions
- Adapting the physical environment
- Additional support through equipment including technology
- Training for class teachers and teaching assistants
- Training for parents as required
- One plan meetings to involve the pupils and their parents
- Rigorous data tracking and monitoring of pupil progress
- Rigorous monitoring of attendance and behaviour
- Extra- curricular opportunities
- Extended services to provide specialist advice and support
- Visitors to school
- External visits/trips
- Nursery visits for pre-school pupils.

A break down of spending and allocation of the Pupil Premium Grant can be found on our website - www.greatsampford.essex.sch.uk

Approaches used

We have focussed on Quality First Teaching with the children being given time in the school day to improve previous work and address any next step targets.

Previously, some of the Pupil Premium funding has paid for the advanced training of staff with the specific focus on running intervention groups. Two members of staff are now higher level teaching assistants meaning we were able to deploy a HLTA in 2 out of our 4 classes to support pupils.

We have allocated a vast amount of the funding to train all of our support staff with emotional wellbeing training as led by an experienced wellbeing counsellor for children.

Impact

Over the course of each year we have closely monitored the progress of children in receipt of Pupil Premium using data and from discussions with teaching and support staff. Interventions have been carefully monitored to ensure that they are meeting the needs of individual pupils and, where they are not, alternatives have been put in place. Overall interventions have been very successful with the majority of children meeting the targets that were set at the start of the intervention. We have continued to look at their progress compared with their peers to ensure that the gap continues to close. An impact report is available on our website.

Objectives

Our main objectives where the Pupil Premium Grant is used to target are:

Wellbeing: To address the personal, social and emotional needs of pupils through interventions involving therapeutic approaches to build confidence and resilience and to allow all pupils to access the wider curriculum that they might not otherwise be able to do, such as residential trips, day trips, sports activities and music tuition.

English: To provide effective reading, writing and spelling interventions such as Code X, Rapid phonics and Cued Spelling. The use of technology can support these interventions.

Maths: To provide effective mathematical interventions. The use of technology can support these interventions

CPD: To provide teaching staff and TAs with CPD linked to improving the quality of teaching of all children including those in receipt of the Pupil Premium.