



Farndon Fields
Primary School
Nurture • Inspire • Learn • Succeed

Farndon Fields Primary School Pupil Premium Policy 2024-2026

This policy was approved as follows:

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|------------------------------|-----------------------|------------------------------|----------------------|
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| Adopted: | Advisory Board | Date: | November 2024 |
| DSAT owner: | Pupil Premium Lead | Version: | 1.0 |
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| Status: | Statutory | | |

This policy applies to all DSAT schools. The Headteacher is responsible for ensuring that all school specific information is completed and that the policy reflects the context and needs of their school.

| Version | Version Date | Author | Summary of Changes |
|-------------|--------------|--------------|----------------------|
| V0.1 | June 2021 | Candi Norman | Draft policy created |
| V0.2 | | | |
| V0.3 | | | |
| V1.0 | | | |
| V1.1 | | | |

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1. Aims

This policy is designed to outline the Schools and Trust's approach to Pupil Premium. We aim to ensure that every child leaves Farndon Fields Primary School excited about learning and determined to succeed. We want to address inequalities of pupils from deprived backgrounds compared with their non-deprived peers. We want to raise pupil aspirations and enrich children's learning experiences by promoting a positive attitude to learning.

2. Background

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. As of 2024-2025 the school receives £1480 for each eligible child in years 1-6. The school receives a lower amount of £340 for children of service personnel. For children in care (LAC) or who have been adopted from care (PLAC) the school receives further funding. For children in care this is administered by the Virtual School for the Local Authority to which they are in care.

3. Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures regarding the attainment and progress of all pupils are included in the performance tables published annually on a national level. They also capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which must be published on a school's website.

Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

Through this policy we shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

4. How we will make decisions regarding the use of the Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding is allocated to our school solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.

- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use quality first teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups, not just those taking examinations at the end of the year.

5. Development of the policy

This policy has been developed in consultation with our pupils, staff, governors/advisory board and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the current Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

6. Roles and Responsibilities

We expect all members of our school community, particularly staff and governors/advisory board to be committed to raising standards and narrowing the attainment gaps for our pupils.

6.2 The Head and Senior Leadership Team

The Head, Deputy Head and the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps between our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors/Advisory Board:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- 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 Pupil Premium Lead has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. The PP Lead has expert and informed knowledge of evidence-based research of 'what works' and 'how' this works in narrowing the gaps. The PP Lead knows how to customise this research to fit the needs of our pupils and school context.

The Head Teacher will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. The Head will also check to see that it is providing value for money.

6.3 Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that differences can be diminished and improvements maintained,
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement,
- be provided with opportunities to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate the progress of pupils and narrow the gaps.

6.4 Advisory Board

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The Advisory Board is responsible for ensuring the implementation of this policy.

Our Advisory Board will, at least termly, keep our work in diminishing the differences under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will consider a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of each academic year, our advisory board members will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issues identified and the impact this has had. This will be published on the school website.

7. Identification of Pupils

Farndon Fields Primary School will be proactive in ensuring that the identification of pupils who are eligible for funding are identified quickly to ensure that support can be offered quickly and therefore have the best impact. All new pupils to the school, including children entering the EYFS setting, will be asked to complete a

form to help us identify if children could be eligible for funding. In addition, a census letter will be distributed annually to ensure that any pupils who may have had a change of financial circumstances can be identified.

We will ensure that:

- ALL staff are aware of which pupils are entitled to pupil premium or are vulnerable,
- ALL pupil premium children benefit from the funding, not just those who are underperforming,
- Support and challenge is provided for all pupils who are entitled, no matter what their current level of attainment is, so that each can achieve to the fullest of their potential,
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if".

8. Reporting

The Pupil Premium Lead at Farndon Fields Primary School will produce an annual report for the advisory board committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils,
- An outline of the provision,
- 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 Advisory Board of Farndon Fields Primary School will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This statement will be published on the school's website.

9. Appeal

Any appeals against this policy will be made through the Advisory Board complaints procedure.

10. Review

The Advisory Board will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of all the schools in the Trust.

APPENDIX A: Pupil Premium Principles

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| Principle | |
| Pupil Premium (PP) will... | At Farndon Fields Primary School we will... |
| Build belief | <p>We will provide a culture where:</p> <ul style="list-style-type: none"> • staff believe in ALL children • there are no excuses made for underperformance • staff adopt a solution-focused approach to overcoming barriers • staff support children to develop growth mindsets towards learning |
| Be inclusive | <ul style="list-style-type: none"> • Work to ensure children are ready to learn • Develop the whole child • Focus on quality first teaching • Work as a team with a clear focus on improving outcomes • Use intervention which is specifically matched to the needs of the child • Create an environment where every child can be the best they can be • Collaborate with other professionals including the DSAT PP network to ensure the best outcomes |
| Be respectful | <ul style="list-style-type: none"> • Maintain confidentiality • Report data and impact in a sensitive manner • Establish and maintain a high level of professionalism when communicating about PP • Treat every child as an individual |
| Address specific needs of the children | <ul style="list-style-type: none"> • Use regular assessments of children to identify their strengths and areas to develop as noted in our assessment principle • Maintain a 'Needs Analysis' to meet the needs of the whole child |

| | |
|--|---|
| <p>Be planned for, monitored and evaluated</p> | <ul style="list-style-type: none">• Adopt and adhere to the school’s vision, principles and policy related to PP• Create an intended spending plan for the allocated budget• Use research to evaluate successful strategies• Conduct our own research into successful strategies• Complete an action plan• Complete work samples, child interviews and learning walks• Track attainment and achievement of PP children regularly• Monitor attendance figures for PP children• Report to all stakeholders• Publish relevant information on the website• Name a Governor responsible for overseeing the implementation of policy and principles• Have a named member of the SLT responsible for implementing, monitoring and evaluating PP |
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