



## PUPIL PREMIUM GUIDELINES

### GOOSTREY COMMUNITY PRIMARY SCHOOL

Summer 2020

#### Purpose

The Government believes that the Pupil Premium funding, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children eligible for free school meals (**FSM**) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for individual disadvantaged pupils within their responsibility. Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support pupils from low-income families. Performance tables capture the achievement of pupils covered by the Pupil Premium.

**The PPG per pupil for 2020 to 2021 is as follows:**

	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,345
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

Every child with his/her individual needs and gifts is unique and special. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

It is paramount that we gain a deep understanding of each individual child and develop a detailed and personal approach for them.

This may include:

**Academic attainment** – national / moderated/ standardised assessments etc

**Pastoral and school engagement** – behaviour / exclusions / attendance

**Broader skills** – to develop other skills and interests e.g. music tuition

**Broader outcomes** eg motivation, self-improvement and confidence.

**Access** to all opportunities the school offers – e.g. financial support

We closely monitor all pupil premium pupils and their individual progress is discussed at termly meetings between the Headteacher and class teachers. The attainment and achievement of all pupils is reviewed at these meetings, with pupil premium children filtered for specific review. As a result of these meetings any action is then taken to address identified issues. We also examine other factors such as engagement in out of hours learning, attitude, attendance and punctuality and ensuring access to all visits and residential visits. Our aim is that all pupils are accessing every opportunity equally.

We are mindful that if we were to publish the outcomes from the above meetings for disadvantaged children at Goostrey School, given the small percentage on roll, individuals could be identified.

## Provision 2019 to 2020

In order to meet the above requirements, the Governing Board of Goostrey Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

<b>Number of pupils and Pupil Premium Grant (PPG) 20/21</b>	
Total number of pupils on roll September 2020	213
Total number of pupils eligible for PPG	12 (less than 1%) from 1/09/2020
<b>Total amount of PPG anticipated for 2020/21</b>	<b>£19,485</b>

Currently in Infants we have 3 pupils termed disadvantaged

In KS2 we have 9 pupils termed disadvantaged

Our priority in the academic year 2020 /21 will continue to be focussed on 'narrowing the gap' for those pupils not on track to achieve age expected or above age expected at the end of each Key Stage (ages 7 and 11)

We will provide additional educational support to ensure progress and raise the standard of achievement for these pupils.

In order to achieve our priorities the funding will be allocated in the following ways:

- Employ two additional teachers for a total of one day a week
- Fund an additional amount of TA support, targeting support in English, maths and social / emotional needs.
- Intensive 1 to 1 tuition – short, regular sessions to raise standards
- Daily boosters
- Before school club in maths
- Music tuition
- Play therapist
- Pastoral worker at lunchtimes
- Diagnostic tests funded
- Purchasing effective resources for pupils entitled to pupil premium
- Contribute financially towards a family support worker, employed by the local cluster of schools to offer a range of support to pupils and their families

- Fund extra-curricular activities/opportunities, before and after school clubs, residential and day visits to improve independence, confidence and social skills, ensuring equal access for all.
- Fund staff development as appropriate to support pupil needs.

It is vital that we target designated pupils, identify clearly how the money is being spent and ensure that we are spending on ways known to be effective.

As part of the additional provision made for pupils who belong to vulnerable groups, the governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through pupil progress monitoring.

In making provision for socially disadvantaged pupils, the governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The governors 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 being socially disadvantaged.

The SENDco, in conjunction with the Headteacher, will maintain an on-going programme of support for socially disadvantaged pupils. It is important to note that the term 'disadvantaged' does not apply to SEN pupils unless they are eligible for FSM.

The governing board will monitor the provision for disadvantaged pupils.

The nominated Pupil Premium Governor is Mrs Tracey Goodwin.

### **Success Criteria**

The evaluation of this policy is based on how effectively the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

### **One pupil termed disadvantaged at the end of KS2 2020**

**Due to COVID 19 end of Key Stage 2 tests were not administered in 2020. However, our internal tracking and teacher assessment shows that this pupil was on track to achieve well above expected in reading, maths and GAPs tests as well as in writing. The pupil was also demonstrating high levels of achievement in foundation subjects too.**

## **Two pupils termed disadvantaged at the end of KS2 2019**

**One pupil termed disadvantaged, with SEN, did not achieve age expected in end of year SATs . Average scaled score across all tests 96.**

**One pupil termed disadvantaged achieved age expected in all end of year assessments. Average scaled score across all tests 105.**

## **No Disadvantaged pupils at the end of KS2 in 2018**

**The success criteria that governors measure against will be:**

- Early intervention and support for socially disadvantaged children
- Having an effective system for identifying, assessing and monitoring pupils' attainment and achievement.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support, and acknowledging the value of pupil voice.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.