Holmer Green First School and Pre-School
Pupil Premium Policy

Aims

At Holmer Green First School and Pre-School, our aim is to provide opportunities for our children to blossom and grow through our curriculum. We strive to inspire our children to become the best that they can possibly be. As a school, we focus on the development of children's knowledge and skills across all aspects of Development Matters in Pre-School and Reception and the National Curriculum in Year One and Two, with the intention of ensuring that pupils are ready for the next stage of their learning. This policy outlines how we ensure the pupil premium money is spent to ensure that it has the maximum effect for the pupils.

Background

Pupil Premium is a publicly-funded government initiative that targets extra funding at pupils from disadvantaged backgrounds. The Department for Education (DfE) (2024) suggests that pupils from disadvantaged backgrounds often underachieve compared to their peers and face extra challenges in reaching their potential at school. The pupil premium grant is provided to enable these pupils to be supported to reach their full potential and improve their progress.

The government provides Pupil Premium Grant (PPG) funding to schools to support pupils who are eligible for the grant. This includes pupils eligible for free school meals (FSM), children who are looked after or have previously been looked after, and children from eligible service families.

PPG is intended to help schools improve the educational outcomes of eligible pupils and address barriers that may affect their attainment, progress, attendance and wider educational experiences. Schools are not directed to spend the funding in a particular way. Instead, school leaders are best placed to identify the needs of eligible pupils and determine how the funding can be used most effectively to support them.

The school will use its PPG strategically, based on the identified needs of eligible pupils and the school's assessment of where funding will have the greatest impact. This may include approaches that support teaching and learning, targeted academic support, attendance and engagement, and wider strategies to address barriers to learning.

The Education Endowment Foundation (EEF) recommends a tiered approach to help schools use Pupil Premium funding effectively. This approach focuses on three key areas: high-quality teaching, targeted academic support and wider strategies to address barriers to learning. High-quality teaching should be a priority, alongside targeted academic support and wider strategies that respond to the specific needs and circumstances of disadvantaged pupils.

Context

When making decisions about using pupil premium funding, it is important to consider the context of the school, the individual needs of the pupils and the subsequent challenges faced. Barriers to learning will vary between pupils and may include challenges relating to attendance, language and communication, literacy and numeracy, social and emotional development, behaviour, engagement, access to enrichment opportunities or family circumstances. These barriers should not be assumed based on a pupil's eligibility for Pupil Premium and should be identified through assessment, professional knowledge, pupil voice and engagement with families. There may also be complex family situations that prevent children from blossoming and growing. The challenges are varied and support will need to be adapted for each individual child.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- Staff believe all children can make good progress.
- Staff support children to develop their skills as learners.
- Every moment should be a language moment to develop and enrich the children's vocabulary.
- Staff seek to understand and address the underlying barriers to learning rather than simply responding to the presenting difficulty.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- Staff use the data to determine intervention programmes and teaching strategies to maximise progress.
- Staff monitor the development of skills, not just the child's outcomes or level at the end of the year.

Identification of pupils

We will ensure that:

- Teaching staff are involved in the analysis of data and identification of pupils.

- All staff are provided with a register to ensure they are aware of who the pupil premium and vulnerable children are.
- All pupil premium children benefit from the funding.
- Children's individual needs are considered carefully so that we provide targeted and specific support to each individual.

Increasing learning opportunities

We will ensure that we maximise the time children have to close the gap through:

- Improving attendance and punctuality.
- Providing early intervention when gaps are noticed.
- Providing quality first teaching.
- Providing interventions.
- Ensuring every moment has an opportunity to develop and enrich their vocabulary.
- Providing opportunities for children to develop their skills as learners.

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning.
- Making individual adaptations and adjustments to meet the needs of the child.
- Ensuring additional support staff and class teachers communicate regularly.
- Tailoring interventions to the needs of the child.
- Ensuring pastoral support is provided for children who need it.
- Ensuring children are challenged and targeted during whole class teaching.
- Matching the skills of the support staff to the interventions they provide.
- Ensuring teachers provide quality teaching to the children.
- Supporting parents at home by sharing strategies and support to help their child.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data using Insight and Tapestry, pupils' work, observations, learning walks and pupil voice.
- Assessment data is collected termly so that the impact of interventions can be monitored regularly.
- Interventions are monitored regularly on Insight.
- Interventions are noted on class provision maps that are reviewed and updated termly.
- Teaching staff attend and contribute to pupil progress meetings and the identification of children is reviewed.
- Disadvantaged register is updated regularly and shared with all members of staff.
- Interventions and support is changed and adapted if they are not having an impact.

- The Inclusion Governor takes responsibility for monitoring pupil premium.
- Termly meetings take place with the pupil premium governor to discuss pupil premium.
- The governors will review and approve the annual Pupil Premium Strategy Statement before publication.

The impact of Pupil Premium-funded approaches will be evaluated against clearly identified intended outcomes, using both quantitative and qualitative evidence. Where an approach is not having the intended impact, it will be adapted or replaced.

The Range of Provision

The following examples illustrate how Pupil Premium funding may be used. Provision will be determined by the identified needs of disadvantaged pupils and may change as the school's priorities and pupils' needs change. Class provision maps will show the support that children with pupil premium are receiving.

- Facilitating children's access to education and reducing attendance issues.
- Ensuring all children have access to the curriculum through the use of teachers and teaching assistants supporting children in class.
- Additional teaching and learning opportunities using small group support and individual support from a range of staff providing intervention programmes outside the classroom.
- Pre-teach lessons to be delivered to allow the children access to materials before the rest of their peers.
- Additional support and interventions to provide children with pastoral support, service children support etc.
- Support the funding of enrichment activities, extra-curricular clubs and educational visits or events.
- Develop the children's cultural capital by allowing them opportunities that may not be readily available at home e.g. baking, cooking, crafts, magazine subscription.
- Supporting children by providing them with appropriate adaptations, equipment or materials to ensure they can access the curriculum.
- Develop the children's social and emotional skills.

Pupil Premium funding will be used strategically to improve the educational outcomes of disadvantaged pupils, with spending informed by the identified needs of pupils, attainment data, professional knowledge and relevant evidence of effective practice.

Reporting

When reporting about pupil premium funding, we will include:

- Funding overview.
- School Overview.
- Statement of intent.
- Challenges.

- Intended outcomes for:
    - Teaching.
    - Targeted academic support.
    - Wider strategies.
- Strategy outcomes from previous pupil premium strategies.

The school will publish its Pupil Premium Strategy Statement annually in accordance with Department for Education requirements by 31st Decembers on the school's website. The strategy statement will set out how Pupil Premium funding will be allocated, the identified challenges faced by disadvantaged pupils, the intended outcomes, the approaches that will be used and how the impact of these approaches will be monitored and evaluated. The impact of the previous year's spending will also be published in the reviewed Pupil Premium Strategy Statement. These documents will be shared with governors and made available to parents via the website.