



Meadows First School

Pupil Premium Policy

Date: March 2023

Date of review: March 2025

Head Teacher: S Hewitt

Chair of Governors: A Lynch

We are a Rights Respecting school. The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights. All the rights are connected, they are all equally important and they cannot be taken away from children.

Background

The Pupil Premium is a government initiative that provides extra money to pupils from deprived backgrounds. Research from the EEF (the Education Endowment Fund) shows that these children underachieve compared to their peers. The premium is provided in order to support these pupils to reach their true potential.

The Government have used pupils who have been entitled to Free School Meals in the last six years (Ever6) as an indicator for deprivation, and have deployed a fixed amount of money to school per pupil, based on the number of pupils registered for Free School Meals. At Meadows we will be using the indicator of Ever6 as our target children to close the gap in attainment.

Schools have the freedom to spend the Pupil Premium Grant, which is additional to the school's main budget, in a way they think will best support the raising of attainment for the most disadvantaged pupils.

The targeted and strategic use of Pupil Premium funds will support us in achieving our aim of closing the attainment gap and accelerating the progress of socially deprived pupils at Meadows First School.

Principles

At Meadows First School we support all of our pupils by using the EEF's tiered model: (see appendix a)

- providing high quality classroom teaching
- targeted academic support including interventions to support vulnerable learners (this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed) as and when required.
- Wider strategies – such as evidence informed resources for CPD and strategies to support SEND

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

We ensure that the 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.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive school meals will be socially disadvantaged.

We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.

Pupil Premium funding will be allocated following an individual needs analysis which will identify priority classes, groups or individuals. Some pupil premium children have certain characteristics which may make them more 'vulnerable' than other learners – and we address these characteristics when appropriate to supporting individual needs. We also have varying cohorts and numbers of pupil premium across the school.

Limited funding and resources means that not all pupils receiving free school meals will be in receipt of Pupil Premium interventions at one time.

Provision

We are committed to supporting all of our pupils to enable them to reach their potential. The Pupil Premium Leader, the Senior Leadership Team and Governing Body and monitors the impact of all spending and interventions for Pupil Premium. The impact of spending is carefully monitored and evaluated and this is published on the school website, alongside planned future spending.

The range of provision for this group could include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- 1 to 1 support.
- Additional teaching and learning opportunities provided by trained Teaching Assistants or external agencies.
- Resources to meet the need of particular individuals or groups of pupils.
- Memorable learning opportunities created for pupils.
- Developing parental engagement and raising aspirations.
- Cultural enrichment.
- Emotional support (Thrive and support from the Hive).

All our work through the Pupil Premium funding will be aimed at ensuring emotional well being and accelerating progress in learning, moving children to age related expectations in Reading, Writing and Maths. Pupil Premium resources may also be used to target able children on Ever6 to gain greater depth within their year group.

The Pupil premium lead and the Leadership team will seek to engage with teaching staff and parents/ carers to tailor the provision offered.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governing Body will be responsible for monitoring inclusion, budget, performance and standards.

Reporting

It will be the responsibility of the Pupil Premium lead to produce a yearly pupil premium strategy (published on the website) and also to produce termly reports for the Governing Body that include:

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- An outline of the provision that was made during the last term since the last meeting;
- 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.

Appeals

Any appeals against this policy will be through the school’s complaints procedure.

Evaluation- Success Criteria

The evaluation of this policy is based on how quickly the school can ‘close the gap’ between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Creating a positive atmosphere in which pupils’ differences are recognised and valued as full members of the school community.
- Developing confident and independent learners.
- Parents are engaged and involved in their children’s learning.

Appendix A

PUPIL PREMIUM

The tiered model and menu of approaches

