



## Pupil Premium Policy



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| Date        | 24 <sup>th</sup> May 2021 |
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## The School Vision

The staff and governors at Cockburn Haigh Road Academy are committed to ensuring that children will make excellent progress and achieve to the very best of their ability.

We teach children to be determined and resilient learners whose curiosity and passion drive their enjoyment and their ability to lead their own learning. Attainment and progress are excellent and children take pride in their work.

## What is the Pupil Premium?

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils so that those pupils reach their full potential. Disadvantaged pupils are those who receive free school meals, have received free school meals in the previous six years, are looked after children or have previously been looked after children. Other children, for whom school may not receive additional funding, may include those who have suffered trauma such as domestic violence, the death of a parent or family breakdown.

Evidence shows that children from disadvantaged backgrounds:

- Often face extra challenges in reaching their potential at school
- Often do not perform as well as their peers

Schools are allocated a fixed amount of money every year, based on previous school census information. At Cockburn Haigh Road Academy, we will use Pupil Premium funding to support children who fall into the disadvantaged categories, as well as other vulnerable children, to help them to keep up with their peers. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Cockburn Haigh Road Academy this is currently 47% of the children. The school is accountable and has to use this funding according to the expectations set out by the Department for Education.

## Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged children, can be:

- Weak language and communication skills
- Lack of confidence/resilience
- Poor attendance
- Poor punctuality
- Insufficient support at home: academically, socially and emotionally
- Social, emotional and/or mental health difficulties

There may also be complex family situations that prevent children from making adequate progress. The challenges can be varied and there is no "one size fits all".

## **Principles underpinning this policy**

Children's needs vary over time. Not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We will make sure that:

- Quality first teaching meets the needs of all the pupils
- Appropriate and adequate provision is made for pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are recognised as part on in-class provision and that these needs are addressed on an individual basis
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are 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 disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

## **Provision**

The range of provision the Headteacher will consider making for this group could include:

- Increasing adult to child ratios thus improving opportunities for effective personalised teaching to promote accelerating progress
- Planning professional development opportunities for staff that focus on delivering exciting, engaging lessons that provide excellent learning opportunities for all children
- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- 1-1 support where appropriate, planned against specific objectives to support children in keeping up with their peers
- Maintaining the expectation that all children reach at least age related expectations
- Using Pupil premium resources to target disadvantaged children to exceed age related expectations
- Supporting the transition of pupils to junior school
- Funding or part funding activities, educational visits and residentials to ensure children have first-hand experiences to refer to in their learning in the classroom so that they are inspired by the world around them
- Supporting the funding of specialist learning software
- Music provision
- Behaviour support

This list is not exhaustive and will change according to the needs of the children in school at any given time.

## Reporting

It will be the responsibility of the headteacher, or a delegated member of staff, to produce regular reports for the Governing Body.

These may include:

- The progress made by disadvantaged pupils
- An outline of the provision that was made or has changed since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to support disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will be published on the school website annually.

Policy Compiled by Jacqueline Padgett, Headteacher