



South Wonston Primary School Pupil Premium Policy 2023-2024

At south Wonston primary school, we recognise that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident

1. Aims

We aim to ensure that every child leaves South Wonston Primary School excited about learning and that they have a bright future ahead of them. We want to equip them with confidence, resilience, perseverance and a determination to succeed in life. The targeted and strategic use of Pupil Premium funding will support us in achieving our aims:

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

2. Identification of Pupils

South wonston 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 and therefore have the best impact. All new pupils to the school will be required to complete a form to help us identify if children could be eligible for funding. In addition, a census letter will be distributed before the January census day 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 who pupil premium and vulnerable children are.
- ALL pupil premium children benefit from the funding, not just those who are underperforming .
- Underachievement at all levels is targeted (not just lower attaining pupils).
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

3. Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2023 - 2024\)](#), published by the Education and Skills Funding Agency. It is also based on guidance in documents published by the government: [Recovery Premium Funding](#) and [Using Pupil Premium: Guidance for school leaders](#).

4. Use of the grant

We will publish information on the school’s use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE’s guidance on what academies should publish online.

The disproportionately high impact of Covid-19 on the education of disadvantaged pupils makes pupil premium funding more important than ever. Our recovery premium will be used alongside our pupil premium funding and reported on as a single sum in our strategy statement.

Our pupil premium strategy is available here along with pupil premium information from previous years [Pupil Premium Strategy](#). This strategy is the template published by the government and will be published on our website by 31st December 2024 enabling us to take the needs of our new intake into account. Spending decisions will be informed by a range of evidence as outlined in the conditions of the grant. It is recommended that this plan take a three year approach focusing on high quality teaching, targeted academic support and wider strategies. Where a three year approach is used, the strategy must be reviewed and an updated strategy published every academic year before 31st December.

Diagnostic assessment is crucial for understanding the specific elements of education that our children are finding challenging rather than performance in whole subjects and the [EEF diagnostic assessment](#) will be used to support this process.

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

- Ensure that Pupil Premium funding is used primarily for its intended purpose.
- Use latest evidence based research on proven strategies which work to narrow the attainment gap 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 uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers 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 regular 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 high quality 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.
- Be mindful that we can use the funding to support other pupils with identified needs such as having a social worker or act as a carer. We know from evidence across the English school system that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

5. Funding arrangements

Pupil Premium funding will be allocated following annual needs analysis which will identify priority groups and individuals. Funding will be used to support academic development and support the social and emotional wellbeing of our Pupil Premium pupils.

As a school, we provide funding for extracurricular activities and creative curriculum experiences such as trips, visiting speakers, musical and sporting experiences and many more experiences; this is because we believe that these opportunities help to deepen the learning experience offered to our children and therefore support progress.

Service pupils:

- A dedicated Service Family Support Assistant who will liaise directly with Service pupils and their parents.
- Pastoral and wellbeing support.

6. Eligible pupils fall into the categories explained below:

6.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

6.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

6.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

6.4 Ever 6 service children

- Pupils with a parent serving in the regular armed forces.

- Pupils who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census.
- Pupils in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

6.5 Pupil Premium Plus is funding to help improve the attainment of looked-after children and previously looked-after children. As with pupil premium it is not a personal budget for individual children.

6.6 Children who are looked after by the local authority

For looked-after children, pupil premium plus is managed by each local authority's Virtual School Head for the purpose of supporting their educational attainment.

Our Pupil Premium lead (Mrs Wright) will work with Virtual School Heads to ensure that pupil premium plus for looked after children in your school is used to meet the needs identified in their personal education plans.

Local authorities are expected to release these payments as soon as possible to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.

6.7 Pupils who were previously looked after by the local authority

Pupil premium plus for previously looked-after children is managed by the child's school, alongside their pupil premium funding. The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how the school uses its funding to support these children.

7. Roles and responsibilities

7.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding.
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis.
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

7.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy.
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the pupil premium.
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

7.3 Other school staff

- All school staff are responsible for: Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the pupil premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

8. Monitoring arrangements

This policy will be reviewed every two years by the Assistant Headteacher. At every review, the policy will be shared with the governing board.