



Rationale

Northfield Primary School is committed to providing the best possible education for all pupils, including disadvantaged. We have high aspirations and expectations for all pupils, and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make a difference to life opportunities. Consequently, we are determined to ensure that all pupils are given every opportunity to realise their potential.

Policy background

Pupil Premium (PP) funding is a government initiative that targets additional support at pupils from deprived backgrounds as research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools can support these pupils in achieving their potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation; they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of extended services to raise aspiration e.g. residential trips annually and for widening pupils' awareness of the wider cultural diversity e.g. educational visits and visitors to school.

During the financial year 2024 – 2025 schools receive £1,480 for pupils in reception to Year Six. At Northfield Primary and Nursery School, the money allocated in total was £170,200 for reception to Year 6 and £388 for Early Years Pupil Premium. More pupils may become eligible for FSM throughout the year and this information will be added to scholarpack. £2,570 is allocated per pupil for Looked After pupils and Post looked after children and £340 per pupil for Service children.

Key Principles

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending with all staff taking active roles of responsibility to support our pupils' needs:

High profile: Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil Premium profiles are completed each term and discussed in pupil progress meetings.

Early Intervention: We recognise that high-quality early year's provision with a strong emphasis on developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive provision: We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

High quality teaching and learning: We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that **all** pupils receive good teaching. We will ensure the consistent application of key elements of teaching and learning such as good planning, feedback and marking and assessment and Continuing Professional Development, and will carry out for example learning walks and moderation activities to support pupil progress.

Emphasis on basic skills: We will concentrate our spending on achieving the highest possible standards in English and Mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. Our curriculum will be one of ambition and breadth.

Strategies

Identifying need: Staff will assess the progress of Pupil Premium pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel they need additional support. Staff will work with outside agency staff to support pupils, where required.

Identifying barriers to learning: Staff recognise that pupils can experience many barriers to their learning and that these barriers can be long-term or of a more short-term nature. We believe that it is vital that these barriers are identified and addressed for pupils to achieve their potential. Analysis has shown that typical barriers may be:

- Attendance and punctuality issues
- Lack of support at home
- Weak language and communication skills
- Behaviour and emotional difficulties
- Low confidence and self-esteem
- Lack of resources to support homework

Use of data

We acknowledge the importance of data and all staff, including the Pupil Premium lead in school, are involved in its analysis so that they are aware of the strengths and areas to improve across the school.

- Performance data is analysed termly to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils. This data is used to provide school improvement targets.

- Pupil premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress, as they can engage more in class and are more confident in their ability to learn.

Provision

We recognise that all pupils are individuals with varying needs. We tailor our approach to the pupils in receipt of PP, identifying the barriers and emerging needs of the pupils and find solutions to ensure that every pupil achieves their potential. Consequently, school employs a range of strategies aimed at ensuring the highest standards of attainment are achieved. Our provision is reviewed annually according to need and may be changed to provide the most effective provision for school's pupils. Provision includes:

- Support with speech and language in the early years e.g. NELI in F2 and F1 children participate in Chatter Speech and Language screen.
- Small group academic interventions e.g. First Class at Number or school-led tutoring
- Small group 'bespoke' social and emotional interventions e.g. ELSA
- High-quality feedback from staff
- Activities to support curriculum enrichment and aspiration of pupils e.g. Forest School

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium Strategy, which includes how the funding is to be spent
- Our Pupil Premium Expenditure report for the previous academic year detailing how the funding was spent and the impact that this had.
- The head teacher provides reports to the Governing Body on how effective provision has been in achieving its objectives
- A pupil premium governor monitors pupil premium performance termly, liaising with the pupil premium school lead.

Appeals

Appeals against this policy are to be made through the Governor's complaints procedure.

This policy operates in accordance with the Equal Opportunities Guidelines.

This annual policy was agreed by staff and ratified by Governors on 10th October 2024.

Policy written by: C Gear

Date: October 2024

Approved at Strategic Development Committee 10th October 2024

Policy Review Date: October 2025