



The Orchard Primary School

Nurture Learn Grow

PUPIL PREMIUM POLICY

| Date | Review Date | | GB Committee |
|-----------|-------------|----|--------------------------|
| Sept 2022 | Sept 2025 | HT | Curriculum and Community |

The Orchard Child

We recognise that all children are individuals with particular skills, talents and interests. We believe all children who leave Orchard Primary school should be:

- **Confident and mature**

We would like the children to be self-assured, prepared to 'have a go' and approach new experiences and problems with interest and enthusiasm.

- **Articulate**

We would like all the children to be able to communicate effectively with both adults and children

- **Independent**

-able to use their initiative and thinking skills, make positive choices and work on their own when appropriate.

- **Cooperative**

- Able to work as part of a group or team when necessary.

- **Enthusiastic about their learning**

-Pupils will enjoy learning and be motivated to pursue their interests further when not at school.

- **Responsible citizens**

-Prepared for the 'real' world with the necessary life skills for now and the future including the ability to take responsibility for their choices and actions.

- **Respectful of others**

-Able to recognise and respect the diversity in the school and the wider community. -Able to empathise with the views and feelings of others.

- **Healthy-**

Have knowledge of healthy lifestyles and an awareness of the factors that will contribute to their own good health and wellbeing.

- **Resilient & Positive**

Able to persevere and keep going when tasks become difficult and be determined to 'solve the problem'

PRINCIPLES

- Every child with her / his individual needs and gifts is unique and special.
- All members of staff and governors accept responsibility for all pupils including vulnerable or 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an integral part of the spiritual development of the whole school community.
- As with every child in our care, a child who is considered to be 'socially disadvantaged' or vulnerable is valued, respected and entitled to develop to her / his full potential, irrespective of need.
- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that 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.

BACKGROUND

The Pupil Premium is a new government initiative that targets extra money for pupils from deprived backgrounds, which research shows underachieve compared to their peers. The premium is provided in order to support these pupils in reaching their potential.

The government has used pupils entitled to Free School Meals 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. This fixed amount of money should increase each year of the course of this current Parliament.

At Orchard Primary School we will be identifying the pupils who are eligible for FSM as one of the groups of children to narrow the gap in their attainment.

The Government does not dictate how schools should spend this money, but are clear that school will need to employ strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'.

PROVISION

Our Priorities at Orchard Primary are:

- To narrow the gap for those pupils not on track to achieve age related expectations at the end of KS1 and Key Stage 2.
- Provide experiences in order to broaden horizons for pupils eligible for FSM – e.g. subsidise clubs, school trips etc.
- To ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings.
- To ensure that pupils are aware of how they can make further progress and achieve targets which have been set with them and for them through termly mentoring meetings.

The range of provision could include:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning and achieving individual targets
- 1-1 support
- Additional learning opportunities provided by trained TAs or external agencies.
- Purchasing additional or specific resources to support teaching and learning
- Additional training for staff to support particular areas of the curriculum – e.g. FFT training
- Opportunities to take part in after school clubs and activities which may incur a cost which would otherwise be prohibitive to participation –

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. As such, the Governors reserve the right to allocate the pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged or vulnerable.

The Headteacher will produce reports for the curriculum & Community Committee of the governing body on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of cost effectiveness, in terms of the progress made by the pupils receiving intervention.

The Curriculum & Community Committee will give feedback to the full Governing Body about the progress made for all pupils including the school's socially disadvantaged pupils.

SUCCESS CRITERIA

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged pupils
- The vast majority of socially disadvantaged pupils will meet their individual targets
- Effective parental support for pupils.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole school approach.
- Create a positive atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident, independent learners in line with 'The Orchard Child'.