



**Worsthorne
Primary School**

Pupil Premium Policy

Date of Policy	March 2023
Person Responsible	Mrs. S Nicholls
To be reviewed	Annually
Review Date	March 2024

Introduction

At Worsthorne Primary School, we believe every child, with their individual needs and gifts, is unique.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need. We believe that:-

- The curriculum should meet the needs of all pupils, regardless of ability, culture or background.
- Partnership with parents has a valuable role to play in addressing the education of all pupils.
- Relevant resources should be used to complement the specific needs of individual pupils, engage them and encourage them to apply their learning.
- School plays a vital role in the development of a child's self-esteem.
- Pupils have an important role to play in decisions regarding their education.
- Pupils should be encouraged to recognise their own strengths.
- Pupils should be encouraged to appreciate their own uniqueness and the uniqueness of their peers.
- Pupils need regular encouragement and praise if they are to become confident, motivated and independent learners.

We believe that the above philosophies can only be successfully practised through a whole school approach.

Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in school. Eligible pupils fall into the categories explained below.

5.1 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.

5.2 Looked after children

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

5.3 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.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- 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
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Provision

We 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 Pupil Premium Champion will maintain an ongoing programme of support for socially disadvantaged pupils. This support will be published in the school' s Pupil Premium Strategy Statement, and will take into account such factors as:

- Facilitating disadvantaged pupils' access to their education.
- Identification of additional teaching and learning opportunities.

Parental Involvement

Parents and carers are key stakeholders in the education of pupils and have a critical role to play in helping their child to reach their potential. We support parents and carers in many ways to get involved in their child's education. We recognise that parents of pupils from disadvantaged backgrounds may require additional support in terms of helping their children to reach their potential. Parents and carers are encouraged to attend all meetings and parents' evenings. They are actively encouraged to discuss the needs of their child with the class teacher, who is available for meetings / informal discussion and who will involve the Key Stage leader at the next stage if and when appropriate. At times, it may be deemed necessary or more appropriate for home visits to be made and this is done so in accordance with other school policies. This is seen as a successful way of engaging and liaising with parents.

Pupil Participation

The views of disadvantaged pupils will be taken into account alongside those of their peers in matters including:-

- setting learning targets.
- contributing to curriculum innovation and design.
- contributing to the assessment of their needs.

All pupils need to be part of these processes, to know they are listened to and that their views are valued.

Safeguarding

All adults who come into contact with pupils and young people in their work have a duty of care to safeguard and promote their welfare, regardless of their background. For specific details, refer to the whole-school safeguarding policy.

Monitoring and Evaluation

It will be the responsibility of the Pupil Premium Champion to monitor:

- the progress made towards diminishing the difference, by year group, for disadvantaged pupils.
- the provision in place and its impact on diminishing the difference.
- the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.