



Alexandra Infants' School

and

Alexandra Junior School

Pupil Premium Policy

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Pupil Premium Governor – Mrs J. Gilson

Adopted: September 2019

Review: September 2020

Rationale

At The Alexandra Infant and Junior School, we take seriously, our responsibility to use the Pupil Premium to improve the outcomes for children identified as socially disadvantaged. We are committed to meeting their academic, pastoral, social and academic needs in a nurturing and caring environment. The Pupil Premium will be used strategically for every entitled child, to develop their true potential, irrespective of need.

Aims

The Head teacher and lead for Pupil Premium in each school, will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and maths provision, welfare and inclusion support.)

We aim to be fair and transparent in our use and distribution of the Pupil Premium funding.

We will ensure that teaching and learning opportunities meet the needs of all of the pupils and in particular those identified as being socially disadvantaged.

We will ensure that appropriate provision is made for pupils who are identified as belonging to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

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

We recognise that not all pupils who are socially disadvantaged are registered, or have been registered, for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding.

Pupil premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike.

The majority of our work through the pupil premium will be aimed at accelerating progress, moving pupils to at least age related expectations (ARE) especially in English and maths.

Pupils who are eligible for pupil premium funding and identified as more able and talented will benefit by funding being allocated to maximise their potential.

We will also use Pupil Premium funding in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction.

The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below.)

Funded interventions will include pastoral support where appropriate eg attendance support, family liaison, development of social skills (see detail below.)

Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.

We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (eg Data analysis, Termly Progress Reports, regular book scrutinies, lesson observations and pupil interviews.)

We will inform parents, carers and students about their eligibility for Pupil premium, and where possible we will account to them for its use and impact, (use of a PP plan.)

We will involve the widest possible group of appropriate stakeholders, especially members of the staff team in each school, the Federated Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.

Priorities for Use of Pupil Premium

At both Alexandra Infants' and Alexandra Juniors, our priorities for using the Pupil Premium are as follows;

- **Pupil Performance**
 - To diminish the difference for those pupils not on track to achieve national standards at the end of each key stage. This will be done through the use of targeted and strategic support.
 - To diminish the difference for Pupil premium children achieving above national standards.
 - To further accelerate the progress of PP pupils who are more able and talented to ensure they reach their full potential
- **Enrichment-** To provide experiences for pupils eligible, for example, additional after school clubs and offsite visits.
- **Social and Emotional Support**– To provide additional adult support to help facilitate social and emotional development for identified children, for example, access to the Younger minds service.

Provision at Alexandra Infants' and Alexandra Junior School

The Senior Leadership Team in both schools will consider evidence from a variety of sources. These include the school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings. These sources will support decisions when choosing which of the following Quality First Teaching (QFT) approaches or interventions that will be appropriate for a particular group of Pupil Premium students, or an individual student:

Intervention required	Examples
Family Engagement/ Support	Home School Link Worker (HSLW)/Pastoral team across Alexandra.
Attendance	Attendance Officer/Lead across Alexandra. Reward certificates/Prizes
Engagement in Learning and widening experiences	Educational visits, including any residential trip (or pro rata contribution to the overall cost) Lifestyle initiatives Lunchtime initiatives and equipment Staffing of after-school clubs Transition support
Accelerated Progress	Providing small group work with an experienced teacher focused on overcoming gaps in learning 1-1 tuition from a qualified teacher Additional staffing in specific targeted year groups Additional group teaching and learning opportunities provided by trained TAs or external agencies Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities)

At Alexandra, we understand that not all pupils who are socially disadvantaged are registered or qualify for free school meals and therefore could be disadvantaged by stringent criteria for the distribution of the Pupil Premium Grant. At both Alexandra Infants' and Alexandra Juniors, we reserve the right to allocate the Pupil Premium funding to support any pupil or groups of children the school has identified as being socially disadvantaged.

Reporting Effectiveness of Pupil Premium Grant

The Head of School and Pupil Premium Lead in each school will produce a report each term to the appropriate committee on the use and effectiveness of the PPG. This also includes reporting the impact of the funding to the finance committee termly in order to clearly identify the spend and recommend a refocus of the funding if necessary.

The report will include the following information:

- Provision for identified children and groups across the school.
- A detailed analysis of the progress made by children and identified groups in terms of the progress made and progress towards diminishing the achievement gap (Pupil Premium against non-Pupil Premium students).
- An analysis and evaluation of the cost effectiveness of the allocated PPG in terms of the progress made by the students receiving a particular provision.

An annual statement is published on how the Pupil Premium funding has been used to diminish the difference, for socially disadvantaged students, and what the impact has been. Publication will include posting the statement on each school's website.

Review

This policy will be reviewed annually in the light of any statutory or advisory changes