

Pupil Premium Policy for Academic Year 2019-2020

Pupil Premium funding is for pupils that are known to have been eligible for free school meals (FSM) at any time in the last six years (Reception to Year 6), children in care, post looked after children in care and children of parents in the armed forces. The first two groups of children have £1320 per pupil of funding (Reception to Year 6) Nursery pupil premium funding is £302.10 per pupil, post looked after children in care have £2300. The allocation for children with parents in the armed forces is £300. Schools have the freedom to spend the premium, which is additional to the underlying budget, in a way that they think will best support the raising of attainment for the most vulnerable pupils. The targeted and strategic use of pupil premium will support us in achieving our vision.

The predicted pupil premium for the academic year 2019 - 2020 is allocated to schools with eligible pupils on roll in January 2019 and January 2020.

Pupils on roll January 2018 (Reception to Year 6)	Eligible pupils	Percentage of Eligible pupils	Amount per pupil	DFE Predicted Total
415	162	39.04%	£1320	£214,830
Pupils on roll January 2018 Nursery	Eligible pupils	Percentage of Eligible pupils	Amount per pupil	School Predicted Total
52	17	32.69%	£302.10	£5136.23

Total Predicted pupil premium income £225720

Pupil Premium Principles

- We ensure that teaching and learning is built around very high expectations for all, subject expertise and positive relationships.
- Our curriculum is designed to provide an education which gives the less privileged access to the knowledge they need to progress in life.
- We have carefully designed opportunities to build our pupils' social and cultural capital into our curriculum
- We have created a climate where teachers have thorough knowledge of their pupils so they can proactively intervene in lessons to close any gaps.
- Teaching includes deliberate strategies i.e. questioning, live marking that target 'closing the gaps'.
- We ensure that appropriate provision is made for those pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Working logically through basic skills with year group expectations will start to close the gap so some pupil premium money will be spent staffing this.
- A key aspect of our ethos is that we need to develop memorable learning experiences to develop language acquisition and widen understanding. This includes curriculum trips, visits and visitors.
 - We are committed to improving the aspirations of our children through providing opportunities to learn from career and labour market information and by arranging experiences to learn from employers about work, employment and the skills that are valued in the workplace. We promote equality and diversity considerations through actively seek to challenge stereotypical thinking and raise aspirations.
- Access to before and after school clubs to widen participation and enjoyment in school is important to us. Pupil Premium will be used to provide some of these clubs. The pupil premium will help all pupils access the curriculum and discover talents.
- Supporting pupils' well-being and behaviour is central to the ethos of Forest Park Primary. Employing high quality staff and a consistent whole school approach is vital to this - without this approach some of our most vulnerable children will become disengaged from school life.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

- We believe that providing high quality support to parents of children who are finding it difficult to progress at school can impact greatly on their success at school.
- We evaluate and review the impact of interventions each year and plan the next year's activities/interventions accordingly. • The governors will ensure that an annual statement to parents is published showing how this funding has been used to meet the above principles. The reports are published on our website.

Pupil Premium Expenditure Plan for the Academic Year 2019-2020

- Induction / EAL Lead Teacher and SEN Support Teacher. Supporting groups that require specific interventions.
- Teacher Support Assistant to support Wave 3 interventions (We have a high % of pupils that are SEN and PP).
- Home learning starter packs to allow children to complete activities at home.
- Home learning incentive to engage pupils in home learning - credit for uniform.
- Breakfast club and activity workers. Promoting a healthy, active start to the day in preparation for the school day.
- Visits, visitors and practical experiences to enhance children's life experiences.
- Y6 Stanley Head Outdoor education Centre - 1 Week residential including team building activities.
- Extra-curricular clubs. Providing coaching and encouraging participation in school life.
- Garden, cooking, art and woodwork clubs supporting the resourcing.
- Behaviour treats, attendance awards. Privilege children trips/ rewards. Kerching shop.
- Parent nurturing course to enable parents to better support their children.
- Read Write Inc resources to support and embed the already good practice. Includes reading books available to take home to reinforce stories taught in lessons.
- RWI lead teacher and Reading Leader
- Read Write Inc spelling programme - training for staff and resources to support writing (Y2 - Y6).
- Extra Education Welfare Officer support to assist with our attendance initiatives.
- Family Support Officer to engage with families to ensure pupils attend school and are ready to learn.
- Ongoing Read, Write Inc. training for new staff.
- EY Apprentices - To further support EY provision for pupils in Foundation Stage until end of April 2020.
- Nelson Handwriting scheme.
- Family Support team increased.
- School Counsellor.

These interventions will be monitored by the Pupil Premium lead and the governing body to ensure impact. Teachers have the responsibility to monitor the effectiveness of their interventions, including progress of their children. These findings will then be moderated by the Headteacher and Deputy Headteacher during the half termly pupil progress meetings.

