

## DfE guidance

### Q. What information will schools have to publish online on the use of the Pupil Premium?

A. Schools have to publish details of their Pupil Premium allocation and plans to spend in the current year. Schools also need to provide a statement confirming the previous year's allocation, how the money was spent and the impact this had on the educational attainment of their disadvantaged pupils.

- **Schools are free to spend the Pupil Premium as they see fit.**  
However, they must account for expenditure and how this has benefited disadvantaged families.
- Allocation:  
Free School Meals £1345 including FSM at any point in the last 6 years (Ever 6)  
Forces £310  
Adopted/LAC £2345

### September 2020 – July 2021

Pupil Premium Allocated: Our expectation for the year is **£4035 (Source of Funds Mar20)** This figure is comprised of Ever 6 Pupil Premium (pupils who have been eligible for free school meals within the last 6 years), children of Armed forces families, Post LAC (Looked After Children) pupils and LAC pupils.

The progress and attainment of children who are PP /Ever6 will be measured and evaluated termly against their peers. Children tracked termly.

	2020-2021	Numbers	Proposed spending of Pupil Premium Money
Y6	Pupil Premium	2	Discretionary payment towards enrichment activities.
Y6	Non Pupil Premium	20	Individualised support delivered by TA
Y5	Pupil Premium	2	Nurture weekly support meeting
Y5	Non Pupil Premium	27	Specialist resources
Y4	Pupil Premium	2	Forest School Provision
Y4	Non Pupil Premium	23	
Y3	Pupil Premium	3	
Y3	Non Pupil Premium	12	
Y2	Pupil Premium	3	
Y2	Non Pupil Premium	27	
Y1	Pupil Premium	3	
Y1	Non Pupil Premium	16	
R	Pupil Premium	1	
R	Non Pupil Premium	29	

\*Number of children eligible for FSM grew as a result of March-Jun Lockdown 2020; source of funds allocation based on earlier census

### A statement as to the school's strategy in respect of the pupil premium allocation for the current academic year 2020-21

**Pupil Premium is additional funding given to schools to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.**

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years.

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Government believes that it is for schools to decide how the Pupil Premium Grant (PPG), allocated per eligible pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

### **Closing the attainment gap**

At Wybunbury Delves, we have high aspiration and ambition for all pupils, regardless of their background. Our vision is to 'build a school community where each child experiences a love of learning and of life and is able to shine.' We offer equality of opportunity.

We have high expectations for all of our pupils, and believe that with great teaching and a lot of love and care, every child can fulfil their potential. Some interventions are adopted on a whole school basis and are not restricted to FSM registered pupils only.

A number of these key strategies are resourced from the schools' main budget, including smaller class sizes, educational support staff and an intervention programme.

The use of targeted interventions is also important. Children who start with low attainment on entry will need to make accelerated progress in order to reach at least age-related expectations. It is also important that low attaining pupils grow in confidence and independence. Therefore, quality social and emotional experiences in and outside school can also have a significant impact. It must also be remembered that there can be children who, whilst being eligible for FSM and Pupil Premium, are not low attaining but may not be maximising their full potential. We must therefore never confuse eligibility for the Pupil Premium with low ability. We must focus on supporting all disadvantaged children to achieve the highest levels.

As an inclusive school, Wybunbury Delves strongly believes that no pupil should be disadvantaged as a result of background and ensures that resources and support are also provided for children who may not necessarily be eligible for free school meals or looked after, but who have been identified by the school as being at an educational disadvantage compared to their peers. This support is funded out of the School's main budget. Programmes involving children who are eligible for the grant as well as those who are not are often part-funded by Pupil Premium, proportional to the children they benefit.

### **Principles**

- We ensure that the teaching and learning opportunities meet the needs of all the 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.
- In making the 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 a free school meal. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

### **A summary of the main barriers to educational achievement faced by eligible pupils of the school**

- Social deprivation factors
- Pupils who have suffered early trauma and experience on-going attachment issues - this includes pupils with emotional and developmental delay
- Delays in social/emotional/behavioural development
- Cognitive delay
- Medical conditions which can impact on attendance and thus learning

**The school spends the pupil premium allocation on:**

- Providing small group/individual interventions with an experienced teacher or T.A.
- Teaching in smaller groups with a qualified teacher
- Booster clubs with Teachers
- Discretionary payments for Educational visits including residential visits
- Discretionary payments Extra-curricular clubs or music tuition
- Training and support from professionals
- Purchasing particular resources
- Nurture group and/or headteacher support 1:1 for individual well-being
- Individualised support to target need from outside agencies
- Forest School Provision
- The majority of funding included with SEN budget & spent on employing additional staff which included:
  - Increased TA hours for teaching group sizes could remain small and therefore children receive more focused & differentiated teaching, across Y1 to Y6

All our work through pupil premium will be aimed at breaking down barriers to learning that have been identified in order to move children towards age related expectations. This will initially be in Maths, English and communication.

Pupil premium resources will also be used to improve outcomes for the more able disadvantaged pupils in order to diminish the difference against outcomes nationally.

**How Impact will be measured:**

- Teachers will use School Focused plans, to measure the progress to meet outcomes set through EP reports as well as other agencies, and targets set within the classroom
- Evidenced based interventions - before and after impact
- Pupil Progress meetings each half term will inform impact on progress and attainment through class room interventions, 1:1 etc. and will inform next steps
- End of Year tests will also inform teacher assessment throughout the year

**Review date - July 2021****Reporting**

It will be the responsibility of the Headteacher, or a delegated member of staff to produce regular reports to the governing body.