



QUEENSMEAD PRIMARY ACADEMY

Policy for Pupil Premium 2023-2024

Academy Aims:

We want our school to be a place where we are safe: to learn, have fun and work hard. A place where we are kind and mindful of everyone and have positive attitudes for our bright futures.

Together Everyone Achieving More – TEAM.

The targeted and strategic use of our Pupil Premium funding will support us in achieving our aims.

Pupil Premium Policy 2023-2024

This policy incorporates the aims and values of our Academy reflected in the desire, commitment and aspirations of our school community to address and overcome any barriers to learning which hinder pupil progress and attainment.

Eligibility and funding

Pupil premium funding based on the number of pupils in school from the following groups:

- children who claim free school meals or who have claimed free school meals in the last 6 years
- Looked-after and previously looked-after children;
- Service premium - and eligibility relates to pupils with a parent serving in HM Forces or in receipt of a pension from the Ministry of Defence. This funding is to help with pastoral support.

Pupil Premium allocation is not based on ability, we provide a range of bespoke learning and other opportunities to ensure that all pupils in receipt of the funding have provision tailored to their needs, irrespective of their academic ability.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching & Learning Policy), supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

Provision Systems, procedures and practice

Under the strategic leadership of the Principal, the management of the school's policy for Pupil Premium is led by the deputy Principal, Sian Bentley.

A significant % of our pupils are eligible for Pupil Premium funding. We promptly identify and evaluate their specific learning or other needs and appropriate support is put in place, reviewed and monitored to ensure efficacy.

Identification of Pupils

We ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who Pupil Premium and vulnerable children are
- ALL Pupil Premium children benefit from funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide the correct support

In line with the EEF Guide, Queensmead Primary Academy adopts a tiered approach to Pupil Premium spending. They are as follows:

Quality First Teaching

In line with the EEF (Education Endowment Fund) Guide, the school recognises the importance of 'ensuring an effective teacher is in front of every class, and that every teacher is

supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’

Through the Teaching and Learning Policy, we ensure:

- High expectations are set for all
- Learning is differentiated to support all needs
- Consistency of implementation of the non-negotiables, e.g. marking and guided reading
- Good practice is shared within the school and external expertise is utilised effectively
- High quality CPD is provided
- Assessment is accurate through joint levelling and moderation

Targeted Academic Support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff have the CPD they need to deliver interventions
- Using SLT to provide high quality interventions across the phases
- Matching the skills of the support staff to the interventions they provide
- Tailoring interventions to the needs of the individual child
- Recognising and building on children’s strengths to further boost confidence
- Working with other agencies to bring in additional expertise
- Providing support for parents to develop their own skills

Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support and poverty of language and experience. In our determination to ensure that all children succeed, we recognise the need for, and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We continually monitor and evaluate the support provision. We ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of teaching and learning and any interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Pupil Progress meetings follow each Assessment point to discuss individual progress and identify needs
- Interventions are adapted or changed if they are not working
- Bespoke CPD and support is put in place for teaching staff where needed
- A six weekly review takes place with Principal, Deputy Principal and SENCO to evaluate all support, provision and interventions
- The Principal and Deputy Principal maintain an overview of pupil premium spending

Reporting

Our Pupil Premium Strategy is published on our website and is available in hard copy format through the Academy office. This strategy includes a review of the progress over the last academic year of quality first teaching, targeted academic support and the wider strategies supporting the pupils.