

Forest Academy



Pupil premium Policy

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PUPIL PREMIUM POLICY

Aims

The targeted and strategic use of pupil premium funding will support Forest Academy in achieving our aim of helping all our pupils achieve their full potential at YR/KS1 and KS2. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Diminish differences between our disadvantaged pupils and their peers.
- Accelerate their progress.
- Support and nurture our children from armed forces families/adopted/**looked after children and their** families to cope with the emotional and other stresses of life.

Principles

- We will continue to ensure that teaching and learning opportunities meet the needs of all pupils.
- We will make appropriate provision for all pupils who belong to vulnerable groups.
- This includes assessing and addressing the needs of our disadvantaged pupils/*pupils from service/adopted families*.
- Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:
 - Not all pupils who receive FSM are socially disadvantaged.
 - Not all socially disadvantaged pupils are registered for FSM.
- **We reserve the right additionally to allocate the pupil premium to support any pupil the school has legitimately identified as being disadvantaged, following a needs analysis (See Pupil Premium annual report **on school website**).**

Specific Barriers to Learning for our children **this year:**

(Needs analysis)

- **Language and communication skills which affect all aspects of literacy, communication and language and impairs learning across the curriculum.**
- **Behaviour support for children with SEND/EBD**
- **Emotional and behaviour difficulties (Wellbeing support).**
- **Low cultural capital therefore we provide different enrichment experiences, immersion events and resources.**
- **Attendance and punctuality issues.**

- Parental engagement due to low aspirations.

There may also be complex family situations that prevent children from flourishing. These challenges are varied and there is no 'one size fits all' model.

Identification of Pupils

We will 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 the 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 support for those children who could be doing 'even better if...'

Provision

The range of provision the governors may consider making for this group could include:

- *Progress, Achievement and Standards.*

We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. We will also use the resources to target more able disadvantaged children to help them exceed age-related expectations and be challenged. We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.

- *Engaging with parents.*

This includes the wider work of the K.I.N.D. team to develop parental engagement and aspirations.

- *External services.*

Where the need arises, we may use pupil premium funding to buy in additional psychological and welfare services to support these children and their families.

- *Emotional wellbeing and pastoral support.*

We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities

- *Extra-curricular and enrichment provision.* This may include:
 - Small group English/Maths support.
 - Use of nurture groups.
 - Support for enrichment activities and educational visits.

- Use of specialist learning software.
- Uniform **and resources.**

*This may include free sweatshirts, **book bags, water bottles** and help with P.E. kit.*

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used- progress/achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment data is collected half termly so that the impact of interventions can be monitored rigorously.
- Assessments are moderated to ensure they are accurate.
- Teaching staff attend and contribute to pupil progress meetings each half term and the identification of children is reviewed.
- Regular feedback about performance is given to children and parents.
- Interventions are adapted or changed if not working.
- **Provision is tracked** to evaluate the impact of all interventions **and support.**
- All leaders, including governors, are responsible for monitoring pupil premium spending, impact and value for money.

The school will evaluate the impact on each pupil at the end of each half term. Evaluation will focus on improvement of **children's specific needs/barriers** as a consequence of the intervention.

Reporting

We will also report each term to the governing body:

- The progress made towards diminishing differences by year group for pupil premium pupils, compared with the national average.
- An outline of the provision that was made during the term.
- An evaluation of the impact in terms of the progress made by pupil premium children.

We will issue an annual '**Pupil Premium Action Plan**' and 'Pupil Premium Report' online to parents on how the pupil premium funding **will be spent** and **subsequently, how it has** been spent effectively, to address the issue of diminishing differences for disadvantaged children.

Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring pupils.
- The majority of pupil premium children meeting their individual targets **according to particular needs.**
- Developing confident and independent learners.

Parents that are engaged and involved in their children's learning.