Pupil Premium Policy

Waddesdon Village Primary School – *a Pathway to Excellence*

Approved by:	Laura Forchione	**Date:**	January 2024
Last reviewed on:	September 2026		
Next review due by:	September 2027		

1. Policy Statement:

At Waddesdon Village Primary School our vision is centred on a commitment to excellence in learning and to high expectations. We aim to serve our community by providing an education of the highest quality. We take pride in providing strong pastoral support in a safe learning environment where every child and adult is valued and encouraged to achieve their full potential. We aim to prepare every child for the challenges and changes of the future by giving them opportunities so they can achieve the highest standards in their personal development.

The Pupil Premium is a government initiative that targets pupils from disadvantaged backgrounds – by allocating increased funding to these groups of pupils. Research shows that pupils from disadvantaged backgrounds underachieve compared to their peers. The premium is provided to support these pupils in reaching their potential - ensuring that any gaps in achievement *are closed rapidly and that they are offered other opportunities that their peers are*. The Government has used pupils entitled to targeted free school meals (FSM), looked after children, adopted children and service children as indicators of deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils registered for targeted free school meals over a rolling six-year period.

Since September 2026, the government has expanded the groups of pupils who are entitled to free school meals. Through this new initiative, not all the pupils who now qualify for free school meals have Pupil Premium funding attached. Please see below:

Targeted Free School Meals (FSM): Children from households in receipt of Universal Credit with annual household earnings of £7,400 or less, will be eligible for targeted FSM. In addition to receiving free meals, pupils eligible for targeted FSM will attract pupil premium and other disadvantage funding for their schools.

Expanded Free School Meals (FSM): Children from households in receipt of Universal Credit, with annual household earnings exceeding £7,400 will be entitled to expanded FSM (meals only).

Pupil premium funding represents a minor proportion of our budget and this policy outlines how we will ensure it is spent to full effect and to benefit as many children as possible.

At Waddesdon Village Primary School we aim to 'close the academic gap' and provide Pupil Premium children with the same advantages as their peers, including access to opportunities to improve their exposure to 'culture capital'.

Aims:

- To provide a rich learning curriculum that promotes the provision for pupils "spiritual, moral, social and cultural" development for all children regardless of ability, gender, socioeconomic background, race or religion.

- To challenge and inspire all our pupils to develop their intellectual curiosity and skills to become confident, independent and resilient learners who are well prepared for life beyond primary school.

• To promote being part of our school community and provide pupils with the opportunity to engage with the local community and the wider world, so that they gain an understanding of and responsibility for the world in which we live.

• To be excellent role models for the pupils, emphasising respect and compassion for others and the world around us.

• To provide a welcoming, safe and caring environment in which the children and all members of staff are valued.

2. Statutory requirements and allocating Funding:

Schools decide how best to use Pupil Premium funding as they are best placed to identify what would be of greatest benefit to the greatest number of children.

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. We identify barriers to learning and strive to overcome these using a variety of resources as set out in our Pupil Premium Strategy. For some children there may be less support at home, weak language and/or communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". From 2021- 2022 the Pupil Premium Strategy changed to ensure all schools are reporting in a consistent way. The strategy sets out a 3-year strategic vision with actions, initiatives and funding allocation reviewed annually. Please see the school website to view WVPS Pupil Premium Strategy.

3. Teaching and Learning:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending:

- ALL staff are aware of who is Pupil Premium and vulnerable pupil groups in their classes
- To plan and or deliver good or outstanding lessons
- Targeted support or group work to plug gaps so every child achieves his or her potential in a supportive environment.
- To ensure that interventions are effective so that no child is be left behind. Ensuring that any gaps in provision or attainment for disadvantaged pupils *is closed rapidly*. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.
- Continue to develop Day to Day teaching, ensuring that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by;
- Setting high expectations
- Ensure consistent implementation of the schools live marking and feedback policy to ensure misconceptions are immediately addressed within the lesson or where possible on the same day
- Share good practice within the school and draw on external expertise

- Provide high quality CPD
- Increasing learning time - maximise the time children have to "catch up" through: Improving attendance and punctuality by offering a breakfast club and early morning classroom activities.
- Providing earlier intervention (KS1 and EYFS)
- Looking at the individual needs of each child and identifying their barriers to learning, which could be academic, social or emotional.
- Recognising and building on children's strengths both inside and outside school, to further boost confidence
- Ensure teachers are making accurate assessments, which are not influenced by unconscious bias, in order to plan effective and appropriate intervention to plug gaps and accelerate progress
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Ensure that pupils are offered the same opportunities as their peers and subsidise these opportunities where appropriate

4. Planning:

It is the responsibility of the class teacher to plan and where necessary put in adaptations/scaffolds for their pupils in the year group(s) that they teach.
Planning is based on;

- EYFS Framework
- National Curriculum
- WVPS curriculum
- NCTEM Curriculum Prioritisation/Oak Academy
- Mastering Number
- WVPS Assessment Milestones

Planning will be regularly reviewed across the school to ensure that they best meet the needs of all children. Weekly planning will indicate provision that has been made for PP children as well as clear direction for support staff where necessary. Teachers have the responsibility to make relevant adaptations so all pupils can access learning ensuring that PP pupils are making progress through high quality first wave teaching. Using a variety of formative and summative assessments teachers should plan purposeful intervention for PP children where necessary.

5. Inclusion:

The school aims to provide a curriculum that offers pupils opportunities to demonstrate a wide breadth and depth. All pupils should be offered opportunities to be challenged and master the curriculum. Adaptations/scaffolds may be put in place to ensure that all pupils can access the curriculum. Where identified, PP pupils will receive extra support in order to make accelerated progress to close emerging gaps. Pupil Premium progress and attainment is regularly monitored and tracked in order to identify those who require additional support for them to achieve their full potential.

6. Equal Opportunities:

At Waddesdon, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across all areas of the curriculum regardless of their

race, gender, cultural background, socio-economic background, ability or any physical or sensory disability.

7. Assessment:

Progress is formatively assessed by teachers during lessons and across each teaching unit. Each term point in time assessment against WVPS milestones is made by the class teacher and inputted into the 'Insight' assessment platform. Termly assessment is analysed by the Assessment and PP leader who conducts pupil progress meetings with each teacher to ensure that actions are put into place to close any emerging gaps in learning for all pupils, including PP pupils. At each assessment point the PP Leader will review provision and adapt support if necessary.

9. Role of Subject Leader

The Subject Leader is responsible for raising the standards of teaching and learning for Pupil Premium children through:

- Monitoring and evaluating teaching and learning by looking at pupil progress through book and data scrutiny, the quality of the learning environment and teaching standards, the deployment and provision of staff
- Leading in policy development
- Keeping up to date with recent developments
- Auditing CPD needs and supporting colleagues in their CPD
- Auditing, purchasing and organising resources

10. The Role of the Governing Body:

Our Governors are an integral part of the leadership and management of the school. Governors monitor the effectiveness of the school's teaching and learning through the school self-evaluation processes. There is a Governor assigned to Pupil Premium and this Governor will monitor and review their subject alongside the Pupil Premium teacher.

11. Involvement of Parents/Carers

We believe that parents have a fundamental role to play in helping Pupil Premium children to learn. We do all we can to inform parents about what and how their children are learning by:

- Sending annual reports to parents in which we explain the progress made by each child and indicate how the child can improve further
- Maintaining an open line of communication between parents and staff.

12. Use of Attainment and Progress when evaluating the effectiveness of Pupil Premium Provision:

Through the use of the school's assessment policy, all staff will use assessment of both attainment and progress to ensure that Pupil Premium pupils are working towards expected

national standards. Pupil Premium staff, through the use of WVPS assessment milestones and 'Insight' assessment platform, will know where a child is achieving and where they need to progress further.

- All staff are involved in the analysis of data and identification of pupils so that they are fully aware of strengths and weaknesses across the school

- All staff our aware of any gaps between Pupil Premium and Non-Pupil Premium pupils and have interventions in place to close these.

- 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)

- 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 half termly so that the impact of interventions can be monitored regularly via pupil progress meetings

- Assessments are closely moderated to ensure they are accurate

- Pupil Premium Teacher is responsible for monitoring and evaluating the progress of pupil premium children and report on their progress throughout the year

- Teaching staff attend pupil progress meetings and the identification of children is reviewed

- Teaching assistants use the planning to feedback on progress in relation to the learning objectives and success criteria

- Interventions are adapted or changed if they are not working

- The Head-teacher and School Business Manager maintain an overview of Pupil Premium spending

13. Pupil Premium Reporting

When reporting about Pupil Premium funding we will include:

- Information about the context of the school

- Targets for the year

- Analysis of data

- Use of research to develop a rationale

- Nature of support and allocation

- Learning in the curriculum

- Social, emotional and behavioural issues

- Enrichment beyond the curriculum

• An overview of spending

• Total Pupil Premium Grant (pupil premium grant) received

Total Pupil Premium Recovery Funding received

• Total Pupil Premium Grant spent

• A summary of the impact of Pupil Premium Grant

• Performance of Pupil Premium pupils (compared to non-pupil premium children)

• Other evidence of impact e.g. Ofsted, Accreditations

• Implications for Pupil Premium spending the following year

Waddesdon Village Primary School and The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

14. Policy review

This policy is monitored and reviewed annually in line with the school's development plan.