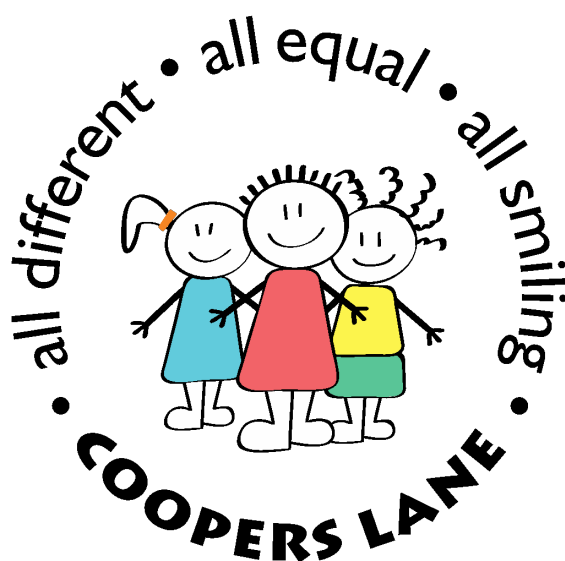


Coopers Lane Primary School



Pupil Premium Policy

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:**

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1. **OUR AIM**

- 1.1. Our aim is not only for all children to reach their academic potential, but also—through educating the whole child—to prepare them for a full and useful life, and to develop in them a passion for learning.
- 1.2. We recognise that all children have talents and interests, and foster these through a huge range of experiences and opportunities, both curricular and extracurricular.
- 1.3. All different, all equal, all smiling, *and all achieving*.
- 1.4. At Coopers Lane, we have high aspirations and ambitions for all of our children, and we feel that every child should experience success. We strongly believe that a child's background should not determine their future, and that engendering a thirst for knowledge and a commitment to learning within our pupils can make the difference between success and failure. We are determined to ensure that all of our children are given every chance to realise their potential, and ultimately become life-long learners. Pupil Premium funding represents a significant proportion of our school budget, and this Policy outlines how we ensure that it is spent with maximum impact.

1.5. **The Pupil Premium Grant ("PPG")**

- 1.5.1. The PPG was introduced in April 2011 to provide additional funding to schools – to raise the attainment of disadvantaged pupils of all abilities to reach their potential, and to support children with parents in the regular armed forces .

Eligibility includes :

- **Ever 6 free school meals children** ("FSM");
- **children with no recourse to public funds** ("NRPF") [for 2021-22, Pupil Premium eligibility is extended to pupils eligible for free school meals under the temporary extension set out in the [Covid-19: temporary extension of free school meals eligibility to NRPF groups guidance](#). As these pupils are not registered as eligible in the school census, eligible schools will need to make a claim for additional pupil premium funding for these pupils];
- **children adopted from care, or who have left care** [who were looked after by a local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order)]; and
- **Ever 6 service** children (service children are not regarded as disadvantaged; their premium is allocated for pastoral support purposes).

- 1.5.2. Schools can decide how they spend the funding, and we are therefore accountable for how we use this additional funding to support eligible—and all—pupils. We are required to **publish online information by 31 December** each year – about how we have used our funding (see school website), **in accordance with a [prescribed Pupil Premium Strategy Statement template](#)**. This must demonstrate how our spending decisions are informed by a range of evidence, and will help to ensure that parents and carers, and all stakeholders are made fully aware of the attainment of pupils and the extra support that they receive by the PPG.

2. PURPOSE OF THE PUPIL PREMIUM POLICY ("Policy")

- 2.1. The purpose of this Policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between those eligible for the PPG and their peers.
- 2.2. As a school in receipt of Pupil Premium funding, we are accountable to our parents and carers, Governors, and the school community for how we are using this additional resource. Measures are included in the performance tables published annually on a national level, which capture the achievement of children entitled to the PPG.
- 2.3. The PPG is given to schools to support them in enabling *all* pupils to reach or exceed the nationally expected level for their age. Often parents and carers are concerned that there is a stigma attached to being seen as a family entitled to the PPG. At Coopers Lane, all matters regarding FSM and Pupil Premium are treated confidentially. There is never an assumption that children from these families will be less able. On the contrary, we believe that every child can succeed. We work with our families and colleagues to make sure everyone involved with the child has high aspirations for them.
- 2.4. **For 2021-22, we are also required to use our [Recovery Premium](#)** (additional funding to support schools with education recovery following Covid-19) alongside our Pupil Premium funding and report on our use of them as a single sum in our Pupil Premium Strategy Statement. References to Pupil Premium funding / allocation in this Policy will be inclusive of the Recovery Premium.

3. DEVELOPMENT OF THE POLICY

- 3.1. This Policy has been developed in consultation with our pupils, staff, Governors, parents and carers. It is part of our commitment to reducing inequalities in outcomes, and promoting the inclusive nature of the work we do at our school.
- 3.2. When developing this Policy, we have also taken into account the current Office for Standards in Education, Children's Services and Skills ("Ofsted") Inspection Framework and Handbook (as updated October 2021), which contains a focus on the progress, fulfilment of potential, and outcomes of specific groups of pupils and individual children, including those for whom the PPG provides support.
- 3.3. This Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps, and based upon a robust evaluation of the strategies we employ, as well as any changes to guidance and requirements [e.g. from the Department for Education, the Education and Skills Funding Agency, or Ofsted's framework]. It will also take into consideration the amount of funding that becomes available under the PPG each year.

4. HOW WE WILL USE PUPIL PREMIUM FUNDS

- 4.1. When making decisions about using Pupil Premium funding, we consider the context of our school and the challenges faced. We work hard to identify barriers to children's learning and plan to provide the right support to overcome these. The challenges faced by our children are varied and we use all of our resources to ensure that every child has an equal opportunity to become an empowered learner.
- 4.2. At Coopers Lane, we aim to support all of our pupils by providing high quality classroom teaching supplemented by interventions to support disadvantaged and vulnerable learners, as and when required, and ensuring that pupils' emotional needs are met. We also ensure that our children entitled to the PPG have the opportunity to

participate in extracurricular activities and residential trips, which contribute to their global development, encouraging them to become creative and engaged citizens in society later in life.

4.3. In deciding how best to use the PPG, we will:

- ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose;
- be transparent in our reporting of how we have used the PPG, so that our parents and carers, other interested stakeholders and Ofsted, are fully aware of how this additional resource has been used to make a difference;
- encourage take-up of FSM by working proactively with our parents and carers in a sensitive and supportive manner, to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children;
- recognise that not all pupils eligible for FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for FSM;
- use evidence-based research (e.g. Sutton Trust Toolkit, and tools/guidance provided by the Education Endowment Foundation – as referred to by the Department for Education) for assessing the merit and impact of any activity we may consider implementing, to support us in determining the strategies that will be most effective (e.g. with the use of resources to improve the attainment of disadvantaged pupils), and to help us set the outcomes that we want to achieve;
- regularly and rigorously assess the progress made by pupils, and use these assessments to continuously monitor and measure whether the interventions put in place are proving successful in closing gaps for eligible pupils – and diminishing any differences in children's outcomes;
- ensure that all staff are involved in the analysis of data, so that they are fully aware of strengths and weaknesses across the school;
- use our Pupil Premium funding to support any individual child, or groups of pupils, who are eligible
- be aware of the disproportionate impact of Covid-19 on the education of disadvantaged pupils; and
- ensure that **ALL** eligible pupils benefit from the funding, not just those who may be underperforming.

4.4. **Types of intervention/additional provision**

4.4.1. The types of interventions/additional provisions can vary year-to-year. Those currently planned are listed on our Pupil Premium Strategy Statement (see school website) and contain the objectives and expected outcomes for each.

4.4.2. Some *previous* examples have included:

- subsidising breakfast and after school club sessions, other clubs, and—where appropriate—music and sport tuition;
- subsidising school trips and residential trips;

- employing additional teachers to run interventions with small groups of children, or one-to-one with children, to raise attainment;
- timetabling outstanding Higher-Level Teaching Assistants to work with groups, to boost progress;
- providing early intervention for our youngest pupils in speech and language (e.g. Talk Boost), and reading/phonics; and
- ensuring our Learning Mentors, Inclusion Leader, and external agencies, offer additional support for our families to make sure any barriers to learning are removed.

4.5. Assessing the effect of interventions

- 4.5.1. We will use all available assessment, tracking and other data to judge the effect of individual interventions, and regularly review the success of different uses of Pupil Premium funding when developing our school development plan and school budget each year. This information is available on our Pupil Premium Strategy Statement (see school website).

5. ROLES AND RESPONSIBILITIES

- 5.1. The expectation of the Senior Leadership Team of the school is that all members of our school community, particularly staff and Governors, will be committed to raising standards and narrowing the attainment gaps for our pupils.

5.2. Senior Leadership Team

- 5.2.1. The Senior Leadership Team (including the Head Teacher, Deputy Head Teachers, and the School Business Manager) are responsible for implementing this Policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils entitled to the PPG, and that they are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.
- 5.2.2. The School Business Manager will monitor the use of the PPG on a regular basis (at least once a term) to track the allocation and use of Pupil Premium funding, and check that it is providing value for money. This will be reported to and discussed with the Head Teacher and the Governors.
- 5.2.3. The Head Teacher (and Deputy Head Teachers) will be responsible for producing a report to Governors, which will:
- outline the provision that has been made since the last report;
 - demonstrate the progress made towards narrowing the gap for pupils entitled to the PPG; and
 - provide an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- 5.2.4. The report will be published in the form of the Pupil Premium Strategy Statement on the school website.

5.3. Teachers and support staff

5.3.1. Our teaching and support staff will be responsible for:

- planning and delivering lessons to a high standard which support the acceleration of progress in learning, so that gaps can be narrowed;
- supporting pupils entitled to the PPG in their class, through differentiated planning and teaching;
- maintaining the highest expectations of all pupils;
- promoting an inclusive and collaborative ethos in their classrooms, which enables pupils from all backgrounds to thrive; and
- helping to identify those children and families who may be eligible for the funding, but are not already on the school's Pupil Premium register.

5.4. Governors

5.4.1. Our Governors have an important role in ensuring our school complies with legislation, regulation, and any other relevant requirements – and that this Policy, along with its specific stated aim for narrowing the gaps, is effectively implemented and embedded.

5.4.2. The Chair of the Resources Committee is responsible for ensuring the implementation of this Policy. Our Governors will, at least termly, keep our work in narrowing the gaps under review, so that they can monitor the use of the PPG. In monitoring and evaluating the work of the school in relation to Pupil Premium funding, the Governors will take into account a range of information, including quantitative data (e.g. on progress and attainment) and qualitative data (e.g. case studies, views, surveys, etc.) as evidence of impact.

5.4.3. The Governors will assign a Link Governor every year; this Governor will meet with the Head Teacher and/or Deputy Head Teachers—as appropriate—on a termly basis to analyse data, review interventions, ask challenging questions regarding impact, and discuss opportunities for improvement.

5.4.4. After the end of an academic year, and once data has been fully assessed and reported on, our Governors will ensure that the Pupil Premium Strategy Statement contains information on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school, and the impact this has had. This will be available for all parents and carers on our school website.

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