

**Abbey Park Primary Academy**  
**Pupil Premium Policy**

**Rationale**

To ensure targeted and strategic use of pupil premium provision to support Abbey Park Primary Academy in achieving our aim of nurturing academic, personal, spiritual and social development so that all children can achieve their full potential.

To focus specific ring fenced funding on supporting disadvantaged pupils to aspire to achieve their highest levels of achievement and attainment possible so narrowing the gap between them and pupils from more affluent backgrounds.

**Aims**

- To promote a high profile approach to meeting the needs of disadvantaged pupils.
- To analyse pupil data and information in order to identify circumstances which may be barriers to learning.
- To provide a plan of support provision based on pupil data and current relevant pupil information.
- To ensure the best possible delivery of teaching and learning provision in all classrooms.
- To provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils.
- To ensure provisions are set with clear success criteria for each actions linked to measureable outcomes.
- To raise the aspirations and broaden experiences of pupils.
- To provide support for raising self-esteem through the Kaleidoscope programme.
- To support and promote good attendance patterns.
- To offer a rich and varied menu of educational experiences to broaden the opportunities of specific vulnerable pupils.
- To ensure regular monitoring and evaluation of support measures in order to assess impact and ensure effectiveness. This will inform future plans, provide accountability and develop best value measures.

**Guidelines**

Pupils identified as pupil premium will be clearly identified to staff in order for their specific support to be provided, monitored and reviewed appropriately.

The needs of individual pupils will be analysed using a wide range of information including:

- ❖ Target Tracker progress tracking data
- ❖ Vulnerable register information on specifically identified needs
- ❖ Child protection information
- ❖ Class teacher observations and teacher assessment information from 1:1 progress meetings
- ❖ Raised self-esteem outcomes from Kaleidoscope sessions
- ❖ Classes behaviour log reports
- ❖ Annual parental report comments
- ❖ Outcomes from lesson observations, learning walks, book scrutinies and parent/ pupil questionnaires

The range of provision will include:

*Achievement and Standards*

- ❖ Effective teaching and learning classroom provision as seen in teachers planning and evaluations in 1:1 meetings with senior staff
- ❖ Targeted intervention for underachieving pupils as seen in provision mapping and reviewed at 1:1 meetings
- ❖ Targeted “booster” sessions aimed at encouraging greater aspirations
- ❖ Access to specifically tailored resources matched to needs, support requirements and aspirations such as laptops and electronic drumkits

*Learning Support*

- ❖ Access to Pastoral Manager to be able to accurately assess individual needs in order to remove any barriers to learning
- ❖ Allocation of Pastoral support to specific individuals/ groups to provide opportunities for focused feedback
- ❖ Learning support packages for specific year groups to limit the need for intervention in Upper Key Stage 2

*Pastoral Support*

- ❖ Access to Pastoral Manager to raise self-esteem and promote appropriate choices in order to maximise learning opportunities
- ❖ Availability of friendship groups to promote and support personal and social development
- ❖ Behaviour Management strategies from assigned TAs to guide pupils

*Family Support*

- ❖ Family attendance support from our Educational Welfare Officer (EWO)
- ❖ Family support and signposting to appropriate agency support from our EWO

*Enrichment*

- ❖ Access to a full range of educational experiences and inspirations including trips, visitors and special events

*Out of hours support*

- ❖ Homework clubs, breakfast club and after school provision to ensure all pupils have the appropriate support and encouragement in order to promote self-study skills
- ❖ Out of hours enrichment to ensure children have access to develop their talents

The provision will be led by the Principal with the allocation, planning, monitoring and reviewing carried out in conjunction with the SMT and the nominated named governor for Pupil Premium.

**Assessment and Reporting**

It is the responsibility of the Principal, or delegated member of staff, to produce regular reports for Governors on:

- the progress made towards narrowing the gap for socially disadvantaged pupils
- the provisions currently in place at the school
- monitoring of the effectiveness of the provisions in order to evaluate best value
- evaluation of the impact of the provisions in terms of progress made by pupils

- future plans for provision in order to ensure continuing success

The Governors of the school will ensure there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of “narrowing the gap” for socially disadvantaged pupils.

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