

# Meriden Church of England Primary School



## Pupil Premium Policy

An inspiring education centred on **Friends, Faith and Lifelong Learning**.

### 1. Aims

At Meriden Church of England Primary School, through an ethos underpinned by the Christian faith and values, we provide the children with a curriculum which is broad and well balanced, encouraging all pupils to live safe, active and healthy lives. We are determined and committed to providing all pupils with the best education possible; assisting all to achieve the very best they can. The pupil premium grant is used strategically to support targeted pupils to achieve this aim in a number of ways:

- Assuring quality first teaching for all pupils
- High quality professional development for staff
- Targeted support for pupils who require a more personalised curriculum or intervention to access learning
- Offering an alternative learning environment with a more specialised focus on nurture type activities to motivate pupils and raise aspirations to create a positive view of learning
- Ensuring pupils are not disadvantaged from engaging with learning opportunities off site or outside the school day

### 2. Principles

Meriden Church of England Primary School is fully inclusive and it is through a firmly rooted ethos and values that we endeavour to prepare pupils fully for the life ahead of them, ensuring that teaching and learning opportunities meet the needs of all pupils. We strive to reduce barriers, meeting children and their families where they are at. Where necessary our provision will be varied and adapted (funded by pupil premium) to meet the differing needs enabling all children the best possibilities opportunities to progress. Variation of need is determined by analysis of pupil data and tracking, discussion with parents, pupils and staff.

The school has made use of research information around the topic of nurture groups and alternative provision to create designated areas within the school to address the more specific needs of some of our pupils and maximise the use of pupil premium funding and impact on pupil progress.

In structuring our provision, funded by pupil premium, we recognise that not all pupils who receive or have previously received free school meals (FSM) will be “socially disadvantaged” or “vulnerable”. Furthermore, we also recognise that not all pupils who could be described as “disadvantaged” or “vulnerable” are registered or qualify for free school meals, either at the present or in the past. As a result, whilst always linked to a pupil or a group of pupils receiving pupil premium, additional pupils identified as “disadvantaged” or “vulnerable”, may also benefit from variation or adaptation in provision. Therefore, groups funded by the grant may be made up of FSM pupils and non-FSM pupils, where needs as similar, or where

meeting their needs helps to create a learning environment conducive to success for all. Pupil premium funding will be allocated following the needs analysis, as described above, by the Senior Leadership Team (SLT).

### 3. Provision

The provision may include:

- Achievement and standards work including additional class based or intervention activities to accelerate progress for targeted groups or individuals, alongside tracking systems to monitor pupil progress.
- Nurture Group work with a curriculum planned to meet the specific needs of pupils.
- Pastoral work with the Family Community Mentor supporting pupils with emotional or socially related issues which inhibit learning, impact on self-esteem or mental health.
- Out of hours and enrichment to ensure that pupils are given the opportunity to develop a range of talents including sport and creativity, also improving self-confidence and motivation for learning.
- Residential learning to enable pupils to develop new skills as well as independence and confidence through access to alternative activities that the school cannot offer on site.

Though varied in its nature and form, all our work through the use of pupil premium will be aimed towards a common outcome: accelerating progress, ensuring pupils make expected or better than expected progress to enable them to achieve or exceed age related expectations.


### 4. Continuous Professional Development for teachers and support staff

Pupil premium funding may also be used to provide sustained professional development opportunities for teaching staff. This will be targeted to improve the quality of teaching in relation to specific strategies or approaches that research suggests will disproportionately benefit “vulnerable” pupils.

### 5. Reporting

It will be the responsibility of the Senior Leadership Team (SLT) to produce regular updates for governors, to ensure that funds have been used appropriately.

- Annual spending plan for pupil premium published on the school website to be monitored against actual spend
- Spreadsheet of individual provision
- Data analysis of pupil progress and attainment
- Case studies as part of SENCO report to governors
- Nurture group reports to teachers on pupil progress
- Family Community Mentor reporting to SLT and parents on pupil progress (subject to pupil confidentiality protocols)

<b>Approved by Governing Body</b>	<b>Feb 2022</b>		
<b>Signature of Chair</b>		<b>Date</b>	7,2,22
<b>Review Cycle</b>	Three years	<b>Review Date</b>	Feb 2025

