



Whole School Policy

Pupil Premium 2024/2027

Considered at the governor meeting on

Signed on behalf of the board of governors by:



PUPIL PREMIUM POLICY

“High-quality education is good for all children. But it is especially important for children from disadvantaged back grounds”

“ALL children must have an equal chance of success”

This policy is underpinned by a belief that every single one of our pupils, irrespective of circumstance, deserves the very best start in life. Our school is fiercely ambitious about the potential and possibilities for every learner and, as such, asks for all pupils ‘What is possible for you?’

Nationally and locally, there exists a difference in attainment between pupils who are and are not eligible for Pupil Premium. This policy drives our strategies to ensure every pupil achieves their best.

Farmilo Primary School believes in an Ethic of Excellence:

- A Love of Learning
- Pride in all we do
- Resilience
- The acquisition of skills for life, underpinned by life experiences.

The school receives funding from the Government, known as the Pupil Premium funding. This supports funding of provision which enables our pupils to explore their abilities, talents and skills and ensure all pupil access the same high quality teaching, make progress and fulfil their ambitions. How the school spends this money is outlined in the **Pupil Premium Strategy** which is shared on the school website.

Championing Learning

At Farmilo, the Deputy Headteacher Vanessa Blore leads on ensuring that funding has a direct impact on the standard of provision for our disadvantaged children and their attainment. This role also requires

- Writing the whole school pupil premium strategy

- Termly review to check the cost-effectiveness of the strategy.
- Reporting on attainment and progress of all PP children.
- Reporting on and monitoring attendance of these pupils.
- Monitoring the standards of provision.

However, it is important to recognise that the accountability for the progress, attainment and learning of all pupils, irrespective of background, is, ultimately, that of the individual class teacher.

An annual review of the provision for Pupil Premium pupils and the associated strategy will be conducted Vanessa Blore. This may, where necessary, incorporate the work of our SENDCO (Natalie Neale) and Suzanne Tryner as Headteacher. David Stocker, Governor for Pupil Premium., works alongside to support and review this area of work.

Monitoring of the provision and impact of this policy and associated strategies will follow monitoring practices in school including learning walks and observations, learning scrutinies and pupil interviews.

Early Years Foundation Stage (Best start in life document) Ofsted 8th September 2023

Early Education is important for all children, and particularly so for children who come from disadvantaged backgrounds. We know that early education has a positive effect on the life chances of disadvantaged children and that these children, on average, need more opportunities to develop the wider habits and capacities for learning that they will need for later success. Many disadvantaged children need more chances to develop their language and communication and to learn the knowledge they need. Despite this, disadvantaged children are less likely to take up the full duration of funded early years provision than their peers.

A lot of research has focused on the importance of communication and language for children from disadvantaged backgrounds. Several studies have indicated that, if children do not develop sufficient communication and language skills before starting school, this disadvantage persists and affects future attainment. If children do not develop and learn these abilities in their early years, then it has a lasting impact on their educational progress. One in 4 (23%) children who struggle with language at age 5 do not reach the expected standard in English at the end of primary school, compared with just 1 in 25 (4%) children who had good language skills at age 5.

There is also evidence that, by the end of the Reception Year in school, there is a gap between boys and girls from disadvantaged backgrounds: girls do not lag as far behind as boys. Boys who are eligible for free school meals are much more likely to fall behind in communication and language by the age of 5: in 2015, this was 38% of boys eligible for free school meals compared with a national average of 20%. The gender gap is the highest in more deprived areas. These children are less able to access the curriculum and to articulate their thoughts and feelings. This can have a negative impact on their personal, social and emotional development.

Cultural Capital Cultural capital has an impact on children's access to education, it is 'the essential knowledge that children need to prepare them for their future success' or 'essential knowledge that children need to be educated citizens'. We must make sure that our curriculum enhances children's experiences and opportunities, particularly those of the most disadvantaged children.

and the pandemic to these particular families may be negative and, in some cases, profound. School is committed to its duty to protect and promote the well-being of all pupils as well as their academic needs.

Learning and the Curriculum

Our belief is clear; Pupil Premium does **not** mean 'Low Ability'. This policy is therefore underpinned not by the notion of 'catch up' but 'keep up'. Our school endeavours to give every pupil the very best through a range of strategies outlined in our learning policies. Irrespective of individual ability levels, pupils are pushed to the very highest possible attainment goal they can achieve. Our school does not place ceilings on pupils, does not group or set by ability and does not limit its beliefs in what any individual can achieve.

Our provision of a broad and balanced curriculum has, at its heart, the belief in pupils accessing a rich and high-quality learning diet. Where it is beneficial for a pupil to receive additional support in English or Maths, this is balanced in such a way as to not detriment that individuals' access to other areas of the curriculum. A broad range of enrichment both within and beyond the curriculum are also provided and targeted to develop cultural capital. Included at the heart of the Curriculum are such principles as making it real and relevant. Transference of knowledge must be supplemented by acquisition of skill and this comes about through life experiences. As a school, we will continue to seek out and provide meaningful, relevant opportunities for pupils to acquire life experiences; through trips,

visitors, project-based learning, writing for purposes, real-life concepts and opportunities for personal development. We are ambitious that our pupils should have the experience to use the skills they acquire, by the time they leave us, beyond the classroom context and growing into adulthood. At Farmilo, we equip for the world, not for the end of Year 6.

Ambitious Milestones

A central ambition to this policy is to enhance pupils' cultural capital. Therefore, school sets life-experience milestones within various stages of development. These milestones provide meaningful application and transference of the taught curriculum but also widen pupils' experiences of the world. The PSHE curriculum encompasses much of this plus the 30 things to do before you leave Farmilo.

The Farmilo Family

At Farmilo, we work proactively, positively and purposefully with parents and families. Our engagement extends beyond delivery of information into that of partnership work. We exhaustively strive to engage with parents and carers through training in key learning principles such as the teaching of reading skills as well as sharing and celebrating pupils' individual success in a range of ways. School staff receive termly training on effective working with parents and families. Staff will be proactive in their approach; a presence on the playground, regular informal conversations in person or by telephone and use of electronic communication such as Class Dojo and other platforms and sharing of copies/examples of work between home and school. Parents/Carers and Staff all have the same ambition; the very best for our pupils. This shared ambition underpins the manner in which we will work together. The whole school **Parents Events Calendar** outlines the chronology of events throughout the year which aim to include and enable our parents. Staff record attendance of our PP families on the whole school tracker so that it can be analysed and actions devised if required.

Well-Being and Resilience

Readiness to be at school and readiness to learn are issues which we acknowledge pose significant barriers to learning for some pupils, owing to a range of factors. Targeted work to support pupils facing these includes funded Breakfast Club, breathing and self-regulation exercises, Yoga, Resilience Star Training, Growth-Mindset approaches and, within our mental health pathway, provision for Resilience Star and Counselling where appropriate. Where the Pupil Premium funding can be used to meet a pastoral need, fundamental to our pupils' readiness to learn, or well-being, it will be. This may be through provision of a PE kit,

a new coat or various other avenues whereby school staff utilise professional judgement across a range of informative factors. The school does not perceive this funding as being limited simply to a supplement of its teaching compliment and inventory.

Our Provision

Ensuring that we can fully support pupils to achieve their potential are a number of key practices:

- Pupil Premium first strategy is in place



- 1-1 or small group-work based activities by a qualified TA or Teacher focussed on specific learning needs, targeted and tracked
- In-class or intervention-based work to target accelerated progress when pupils may not be on track supporting them to keep up once there.
- Funding of, or supplementing of the costs of, extra-curricular opportunities that enhance pupils' life experiences e.g trips or clubs.
- Provision of resources which will enhance learning experiences.
- Curriculum enrichment opportunities through curriculum outcomes.

Reporting and Monitoring

It is the responsibility of the Headteacher (Suzanne Tryner) or Deputy Headteacher (Vanessa Blore) to report to Governors, including through the Headteacher's report, on:

- The progress made towards narrowing the gap
- Provision
- Evaluating cost-effectiveness and successes

Governors will receive an annual review of Pupil Premium Spending.

David Stocker is the named Governor for Pupil Premium.

Reviewed