



**Whixall CE Primary School  
and Nursery**  
**Part of Fields Multi Academy Trust**

**Pupil Premium Policy**

Written: October 2017  
Agreed by Governors: October 2017  
Reviewed: October 2018  
To be reviewed: October 2020

*“Whixall CE Primary School and Nursery is committed to safeguarding and promoting the welfare of children and adults at all times and expects everybody working with us to share this commitment.”*

## **Introduction**

At Whixall CE Primary School and Nursery, we believe that every child should be supported to achieve success academically, socially and physically no matter what their background. The targeted and strategic use of the Pupil Premium Grant (PPG) supports us in achieving this.

The DfE has given us the freedom to use the Pupil Premium Grant, based upon our knowledge of our children's needs. *'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'* However, we are accountable for the use of this additional funding.

## **Pupil Premium**

Pupil Premium is additional funding which is allocated to schools on the basis of the number of children who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

## **Purpose of the Pupil Premium Policy**

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 our disadvantaged children and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our children.

## How we make decisions regarding the use of Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research<sup>1</sup> on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our children.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, 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.
- Be mindful of the fact that eligibility and take up of FSM does not equate with children being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Local Governing Body and Board of Directors.
- Recognise the fact that FSM children are not an homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our children who need additional support in a time limited way.

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<sup>1</sup> Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/>

which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012, <http://www.ofsted.gov.uk/resources/pupil-premium> and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' [www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement](http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement) are examples of the research evidence and case studies of best practice which we use.

## **Measuring the Impact of Pupil Premium spending**

As well as the '*Planned Pupil Premium Spending*' review, which is published on our school website, teachers complete a provision map on a termly basis, to track the impact of the provisions put in place. The map includes:

- details of the exact intervention or support;
- any relevant in/out data;
- the frequency of occurrence;
- the adult who supervises the provision;

These provision maps are updated termly by the Pupil Premium lead, in collaboration with the teaching staff of each individual class.

## **Roles and Responsibilities**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our children.