





**FROXFIELD  
CE SCHOOL**

Review Cycle:-	Bi-annual	Date of Next Review:-	Jan 2026
Approver:- Chair of C&L	Signed:-  Date:-09/02/2024	Approver:- Head Teacher	Signed:-  Date:-09/02/2024

## **Pupil Premium Policy**

### **What is the Pupil Premium?**

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals (or have been at any time in the past 6 years), those looked after by the Local Authority, children adopted from care and the children of armed services personnel.

*“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.”* **Source - DfE website**

Schools can choose how to spend their pupil premium money, as they are best placed to identify what would be of most benefit to the children who are eligible. The pupil premium is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. Schools are required to report on the amount of funding received and how the money is being spent.

The level of the Pupil Premium in 2023-2024 is £1,455 per pupil for children recorded as Ever 6 FSM (Free School Meals), £2,530 for children adopted from care and for children looked after by the Local Education Authority. The amount of pupil premium for Ever 5 Service Children is £335 per eligible pupil. For more details on the Pupil Premium please visit:

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability>

### **How do we ensure that the Pupil Premium is used effectively to meet the needs of learners for whom it is intended?**

#### **Leadership and Management**

The Headteacher has developed a clear overview of how the funding should be allocated and a clear understanding of the outcomes expected in raising attainment each year for the targeted groups of children. The spending of pupil premium at Froxfield CE School is carefully planned by the Headteacher in consultation with the Governors, to ensure that it helps to meet the needs of the target group of children for which it is intended.

It forms an integral part of our School Improvement Plan, and pupil progress meetings and where appropriate is discussed as part of performance management meetings.

Our intention is that through careful monitoring and evaluation, we are able to demonstrate the impact of each aspect of our spending of this funding on the outcomes for children receiving the benefit. This



information is compared to the National Data for all children (not just other children within this group), and is reported annually on our school website.

### **Links to the School Improvement Plan**

The impact of Pupil Premium Funding forms an integral part of our improvement planning each year. As a school we understand that improving the outcomes for this group of children begins with ensuring that the development of the Curriculum and the quality of the day to day teaching in each class meets the needs of each learner and these elements always form an important part of the School Improvement Plan. The School Improvement Plan also includes a focus on specific areas such as:

- **Continue to embed the new phonics programme** ensuring high-quality daily teaching for all children who need it, right from the start of reception enabling all children to meet age-related expectations by the end-of-year 1.
- Support children who are falling behind as a priority to ensure they are able to **keep-up** with their peers.
- Implement a programme of **catch-up for SEND children** further up the school, delivered by the most qualified staff, to ensure they are taught to read as our highest priority.
- Ensure sufficient time is allocated for children to be read to and to **read for pleasure** in order to develop vocabulary, comprehension and a love of reading.
- Implement **RWI Spelling across KS2** including a **catch-up group in Year 5/6**. Regularly monitor the impact and ensure teachers draw upon this spelling learning in literacy and across the curriculum.
- Improve children's **tables knowledge at KS2**, through the **implementation of Mastering Number at KS2** and daily opportunities for fluency practice.

### **Identification of Needs**

Pupil Premium is used to support all disadvantaged children, not just those of low ability within this group. It is used to ensure that all children from disadvantaged families at Froxfield are provided with targeted opportunities and support which helps enable them to raise their aspirations and achieve their best possible outcomes. The spending of the funding is focused on activities which will improve achievement both directly and indirectly.

Thorough analysis of pupil data particularly in Maths and English ensures that children within this group who are under achieving are quickly identified and reasons for this underachievement are determined. Progress of Pupil Premium children is reported to Governors on a termly basis and any trends are discussed.

All teachers are aware of the children in their class who are eligible for the Pupil Premium and take responsibility for accelerating progress where necessary. They check their progress as part of their ongoing assessment as well as through the termly pupil progress meetings and provide support within the classroom and/or liaise with the Headteacher or subject co-ordinator for additional support where necessary.

The Headteacher and SENCo (Special Educational Needs Co-ordinator) analyse the data from interventions and strategies used, to ensure that they are having the intended impact on learning, and to adjust these where this is not the case.



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### **Targeting the Funding**

In identifying the most effective way of spending the Pupil Premium the school draws on research evidence (e.g. The Education Endowment Foundation Research) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievements, such as:

- **Identifying individual barriers to learning**
- **Effective marking and feedback on pupil's performance**
- **Booster sessions**
- **Interventions**
- **Keep-up/Catch-up**
- **Homework support**
- **Focus on vocabulary development**
- **Pupil Premium Mentors**
- **Enrichment of the curriculum through trips and visitors to school**
- **Support for music lessons or clubs**
- **Parenting Support where appropriate**
- **ELSA Support where appropriate**
- **Pupil Progress Meetings**
- **1:1 Pupil Conferences**
- **Raising Aspirations**
- **Staff Training**
- **Activities as a result of the Cultural Capital Survey**
- **Purchase of Resources**
- **Tuition (1:1/small groups)**
- **Forest Schools programme**
- **Increase in staffing ratios**
- **Access to free Breakfast Club/Cindy's Club**

### **Tracking of Pupil Premium Spending**

Following identification of the appropriate targeted funding areas required, a spreadsheet is used to track spending against the cost centres used in the budget.

Termly analysis of progress data and intervention data is used to monitor progress of individuals and groups. Twice-yearly reading and spelling age tests and half-termly phonics tests are also used to measure progress and target further support and intervention.

Governors annually monitor the way in which the Pupil Premium has been spent.

### **How do we know if this is making a difference?**

We compare the progress and attainment of children within different pupil groups annually, termly and more regularly as appropriate, to ensure that there is not a significant gap and that any gap there is, is closing. We analyse data from School Performance Data to identify any gaps and review provision accordingly. We strive to narrow and then close any gaps in achievement. We also track the progress of all of our children in school through termly pupil progress meetings and through data analysis meetings with Governors. In addition, we track the progress of children who are receiving intervention strategies to ensure that the interventions are accelerating progress.