

WOODLANDS PRIMARY SCHOOL, HEDGEHOGS NURSERY & SUNBEAMS CLUB

Pupil Premium Policy



Date Reviewed: September 2025

Next Review Date: September 2026

Ethos Statement

Woodlands Primary School, Hedgehogs Nursery & Sunbeams Club (the school) offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Aims

The school has high aspirations and ambitions for all of our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but the passion and thirst for knowledge, and dedication and commitment to learning that makes the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), Looked After Children and Service Children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. Settings do not have to spend Pupil Premium so that it solely benefits pupils who meet the funding criteria. The Pupil Premium grant can be used to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer. It can also be used for whole class interventions which will also benefit non-disadvantaged pupils. At our school, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to with the aim being to 'close the gap' regarding attainment.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of our school and the subsequent challenges faced. Common barriers for disadvantaged children can be less support at home, less developed language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing and accessing academic support at home. The challenges are varied and there is no 'one size fits all'.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

At the school, we will provide a culture where:

- Staff believe in all children
- There are no excuses made for underperformance
- Staff adopt a solution-focused approach to overcoming barriers
- Staff support children to develop `growth` mindsets towards learning

Analysing Data

At our school, we will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (for example, EEF, Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

The school will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils
- All staff are aware of their Pupil Premium and vulnerable children
- All Pupil Premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing `even better if...`

Provision/Menu of approaches

To ensure the Pupil Premium grant is focused on effective approaches to raising the educational outcomes of eligible pupils, the school will spend their PP grant on evidence-informed activities in line with the 'menu of approaches' set out by the DfE.

When considering the balance of spending within the 3-tiered model set out in the [Education Endowment Foundation's guide to the pupil premium](#), the school will bear in mind that the EEF recommends that approaches which support and promote high-quality teaching should be a top priority for Pupil Premium spending. However, the exact balance of spending between categories will vary depending on the specific needs of pupils in the school and the relative size of the school's Pupil Premium cohort.

The range of provision the Governors at the school will consider making for this group include but are not inclusive of:

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning

- Working closely with 'Passion for Learning' to provide additional enrichment resources & activities
- Subsidising school trips/visits/experiences
- 1-1 support
- Use of the NTP
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Transition from primary to secondary.
- Additional learning support.
- Support the funding of specialist learning software to support learning in class
- Behaviour support

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

Improving Day to Day Quality First Teaching

The school will continue to ensure that all children across the school receive good or better teaching, with increasing percentages of outstanding teaching achieved by using our phase leaders to:

- Continue to set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. Feedback and Marking/Guided Reading
- Share best practice within the school and draw on external expertise if necessary
- Provide high quality CPD
- Continue to moderate and agree jointly judgements on attainment levels

Increasing learning time

The school will maximise the time children have to 'catch up' through:

- Improving attendance and punctuality
- Providing early intervention (KS1 and EYFS)
- Extended learning out of school hours to provide interventions if and when necessary (eg academic clubs, lunchtime clubs and after school)

Individualising support

'There is no stigma attached to being in an intervention in this school. Everyone needs something, whatever that may be, so we all get something somewhere'.

The school will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

- Providing extensive support for parents (SENDCO, Learning Mentor Team around the Family)
- Tailoring interventions to the needs of the child (e.g. Y1 RWI interventions)
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that all children succeed, the school recognises the need for, and is committed to, providing individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

The school will ensure that:

- A wide range of data is used – achievement data; pupils' work; lesson observations; learning walks; case studies; staff, parent and pupil voice
- Assessment data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff meet regularly to review progress
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Pastoral interventions are evaluated and impact measured by the Family Support Advisor
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium

Reporting

It is the responsibility of the headteacher, or a delegated member of staff, to produce the DFE Pupil Premium Strategy template and to share on the school website.

When reporting about Pupil Premium funding the school will include:

- Information about the context of the school
- Objectives for the year with reasons for decision making based on analysis of data and use of research
- Nature of support and allocation including; learning within the curriculum; social emotional and behavioural support; enrichment beyond the classroom; family support
- An overview of spending; total Pupil Premium received; total Pupil Premium spent
- A summary of the impact of PPG including:
Performance of disadvantaged pupils (compared to non-Pupil Premium children)
Other evidence of impact e.g. Ofsted, Accreditations
Case studies (pastoral support, individualised interventions)
Implications for Pupil Premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education. The Governing Body has also appointed a Pupil Premium named governor - Tracey Sadler