



Cherry Tree Hill Primary School

PUPIL PREMIUM POLICY

Date of Policy to Full Board of Governors: 24 September 2024

Minute Number: LGB1/24-25/16

Reviewed Annually in the Autumn Term

Cherry Tree Hill Primary School Pupil Premium Policy 2024 - 2025

Introduction

The Pupil Premium Grant (PPG) was initially introduced in April 2011 by the Government to provide additional funding aimed at addressing current underlying inequalities, which exist between children from disadvantaged backgrounds and their more affluent peers. The reasons for this correlation are complex and at times, do not always follow this prognosis. Disadvantaged pupils have been defined as pupils eligible for free school meals (FSM) or have been at some point in the last six years. If they no longer are receiving FSM, they are known as Ever 6 children. The funding is also allocated to children who are looked after by local authority (in care, those who have been adopted from care or children with parents who are in the armed forces).

The PPG per pupil for 2024 - 2025 is as follows:

Disadvantaged Pupils	Pupil Premium per pupil
Pupils in Year Groups R to 6, recorded as Ever 6 / FSM	£1,480
Pupils in Year Groups 7 to 11, recorded as Ever 6 / FSM	-
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,570
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,570
Service Children	
Pupils in Year Groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence	£340

Source: *The PPG per-pupil rate for 2024 to 2025*

Schools are free to spend the Pupil Premium as they see fit. However, they will be accountable for how they have used the additional funding to support pupils from low income families.

Aims

- ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers
- ensure that every child eligible benefits from this additional funding and is not disadvantaged when compared to their peers
- ensure there is a transparency, through our reporting mechanism, to demonstrate how and why, this funding has been spent
- ensure any differences made to the learning and progress of students eligible for the pupil premium are shown within performance data and other evidence
- ensure parents of disadvantaged children understand they can make a positive contribution to their children's achievement in school by engaging in school processes and recognising that parent involvement can make a difference
- encourage take up of FSM by working proactively with parents and carers in a sensitive and supportive manner and 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

- ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body
- Provide bespoke, high quality CPD for staff so that all children benefit from good teaching and learning opportunities

Provision

The range of provision the Senior Leadership Team may consider making for this group of learners may include:

- Providing small group work
- Providing 1:1 support
- Additional teaching, learning and social development opportunities provided through Teaching Assistants, Teachers, educational visitors to school, visits off the school site and external agencies
- Purchasing resources or intervention programmes
- Pastoral Lead to provide pastoral care and develop emotional health and well-being

Cherry Tree Hill Primary School will decide the activities on which the PPG will be spent in line with the framework and 'menu of approaches' set out by the government in 'Using pupil premium: guidance for school leaders', and focussed on the three areas below:

- High-quality teaching, particularly in English and maths, e.g. through CPD, recruitment and retention.
- Targeted academic support, such as tutoring
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support and will be published on the school website.

The role of the Pupil Premium Co-ordinator:

The key responsibilities of the Pupil Premium Co-ordinator are:

- Overseeing the day-to-day operation of the school's Pupil Premium Policy.
- Liaising with Teachers, Teaching Assistants, SENCo (Special Educational Needs Co-ordinator) and the Head Teacher regarding the children's needs and provision.
- Overseeing the records of all children on the Pupil Premium register.
- Liaising with parents of children with Pupil Premium funding when necessary.
- At times the Pupil Premium Co-ordinator may work closely with the SENCo and liaise with external agencies including the educational psychology service, learning support service, PFSA support, health and social services and voluntary bodies.
- Keeping up to date with the current policies on Pupil Premium funding.
- Collect and analyse data from the school tracking system.
- Produce regular reports to the head/governors on provision and progress.
- Produce the annual report for parents and publish on the school website.
- To plan ahead and keep track on the budget for pupil premium.

The Pupil Premium Co-ordinator for 2024 - 2025 is Emily Maskell.

Allocation of funding

Pupil premium funding will be allocated following a needs analysis, which will identify priorities for individuals. At the heart of the Pupil Premium Policy is an achievement gap, which affects the most disadvantaged children. Early intervention, building independence, social and emotional well-being is all of paramount importance. All members of staff, including Teaching Assistants and Governors accept responsibility for 'socially disadvantaged' pupils and are committed to diminishing the difference in their attainment. Those who are attaining at a higher level are also supported to achieve their full potential and to have experiences and opportunities in other areas, as their peers may do.

Reporting

The Pupil Premium co-ordinator will have the responsibility of producing termly reports for the head teacher, which can be used in reporting to the governors. This will focus on:

- Number of children on the register (active and Ever 6), including which year group, number of boys and girls etc.
- The progress made towards narrowing the gap for disadvantaged children
- Comparisons against ARE (Age Related Expectation)
- Areas of weakness/strength through analysing data
- Identifying any slow rate of progress and what actions are to be taken or to raise for discussion on what action to take.
- Budget update
- Key development points since last report
- Next steps

The Governors of the school will ensure that there is an annual statement (report) to parents on how the Pupil Premium funding has been used to address the issue of 'diminishing the difference.' This will ensure that parents and others are aware of the extra support available to pupils who receive Pupil Premium funding. The task will be carried out within the requirements published by the Department for Education.

Measuring Impact

The School will measure the impact of the Pupil Premium spending by tracking the progress of Pupil Premium children on a termly basis. This may be through data on Insight (school data system), data from intervention programmes (PIXL) and discussions with staff who are involved with supporting/teaching the child. We also hold regular Core Group meetings with teachers from each class to discuss each child in reading, writing and Maths as part of the termly reviews. These meetings are used to plan and evaluate interventions for children at risk of not making at least good progress and/or achieving age-related expectations at the end of the year. The learning needs are considered alongside their emotional wellbeing needs.

SAFEGUARDING STATEMENT

At Cherry Tree Hill Primary School, we are committed to ensuring the safety and well-being of all our pupils. We believe that every child has the right to learn and thrive in a safe and secure environment. Our school policies and procedures are designed to promote the welfare of our pupils and protect them from harm.

We follow the statutory guidance outlined in Keeping Children Safe in Education (KCSiE) 2024, as well as any other relevant legislation and local safeguarding arrangements. Our staff receive regular training on safeguarding practices and are aware of their responsibilities in identifying and reporting any concerns.

Our school has designated safeguarding leads who are responsible for coordinating safeguarding efforts, providing support and advice to staff, and liaising with external agencies when necessary. They are the first point of contact for any safeguarding concerns.

We have robust procedures in place for handling safeguarding concerns or allegations made about staff, including supply teachers, volunteers, and contractors. All allegations are taken seriously and thoroughly investigated in accordance with our safeguarding policies and procedures.

We promote a culture of openness and encourage pupils and parents to speak up if they have any concerns about their safety or the well-being of others. We have clear reporting systems in place to ensure that all concerns are addressed promptly and appropriately.

Our safeguarding policies and procedures are regularly reviewed and updated to reflect changes in legislation and emerging safeguarding issues. They are easily accessible to all staff, pupils, parents, and carers, and are available on our school website.

We work under the guidance of Derby and Derbyshire Safeguarding Children Partnership and liaises closely with a range of specialist and locality services to ensure the best and safest outcomes for our families. We work in partnership with parents, carers, and external agencies to create a safe and supportive learning environment for all our pupils. Together, we strive to protect our pupils and families from harm and provide them with the best possible opportunities to succeed.

If you have any safeguarding concerns or questions, please do not hesitate to contact our designated safeguarding leads or any member of our staff. Together, we can ensure the well-being and safety of all our pupils.