

PUPIL PREMIUM POLICY



**The Priory
Primary School**
Inspiring a Love of Learning

REVIEW DATE:

AUTUMN 2025

NEXT REVIEW DATE:

AUTUMN 2028

Aims

The targeted and strategic use of pupil premium funding will support South Farnham Educational Trust in achieving our aim of helping all our pupils achieve their full potential at KS1 and KS2. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress.
- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life.

Principles

- We will continue to ensure that teaching and learning opportunities meet the needs of all pupils.
- We will make appropriate provision for all pupils who belong to vulnerable groups. This includes assessing and addressing the needs of our disadvantaged pupils/pupils from service families.
- Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:
 - Not all pupils who receive FSM are socially disadvantaged.
 - Not all socially disadvantaged pupils are registered for FSM.
- We reserve the right additionally to allocate the pupil premium to support any pupil the school has legitimately identified as being disadvantaged, following a needs analysis.

Provision

The range of provision the governors may consider making for this group could include:

- *Achievement and standards.* We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target gifted and talented children on FSM to help them exceed age-related expectations.
- *Learning support.* We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.
- *Pastoral support.* We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities/choose the right GCSE courses/make the appropriate choices for their post-16 education or employment prospects.
- *Extra-curricular and enrichment provision.* This may include:
 - Small group literacy/numeracy support.
 - Use of nurture groups.
 - Support for enrichment activities and educational visits.
 - Use of specialist learning software.
- *Links with parents.* We hope to develop parental engagement and aspirations.
- *External services.* Where the need arises we may use pupil premium funding to buy in additional

psychological and welfare services to support these children and their families.

Measuring and reporting

The school will evaluate the impact on each pupil at the end of each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.

We will also report each term to the governing body:

- The progress made towards narrowing the gap by year group for pupil premium pupils, compared with the national average.
- An outline of the provision that was made during the term.
- An evaluation of the effectiveness in terms of the progress made by pupil premium children.

We will issue an annual statement online to parents on how the pupil premium funding has been used to address the issue of closing the gap for disadvantaged children.

Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring pupils.
- The majority of pupil premium children meeting their individual targets.
- Developing confident and independent learners.
- Parents that are engaged and involved in their children's learning.