



Trefonen Primary School

Pupil Premium Policy – November 2024

Our Christian Vision:

'We are Learning in Love and Growing in Faith'

("She is a tree of life to them that lay hold upon her; and happy is everyone that retains her" - Proverbs 3.18, KJV)

Values:

'Respect' is our school's core value

Introduction

At Trefonen School, we are committed to promoting equity, excellence and high aspirations for all pupils, including those from disadvantaged backgrounds. Despite our small, rural setting and lower-than-average proportion of disadvantaged pupils, we recognise that each pupil deserves support to reach their full potential. This policy outlines how we allocate, use, monitor, and evaluate the use of Pupil Premium funding to ensure it makes a positive impact on disadvantaged and vulnerable pupils' learning, well-being, overall school experience and future aspirations.

What is the Pupil Premium Grant (PPG) and what is it for?

The Pupil Premium Grant is additional government funding provided to support pupils from disadvantaged backgrounds or who are otherwise vulnerable, helping to close attainment gaps, improve educational outcomes and ultimately improve their life chances.

How much funding does our school receive?

The amount of funding our school receives is calculated using a formula based on the number of pupils in our school in the following categories:

- Pupils eligible for free school meals (FSM) or who have been eligible at any point in the past six years (FSM/Ever 6)
- Children in care / Children who are 'looked after' by the local authority (CLA)
- Children who have been adopted from care (PLAC)
- Children of armed forces personnel.

The amount of funding allocated is different for each category and identified by the government annually.

Vision, Purpose, Aims and Objectives

Vision:

We want all of our learners, and especially our disadvantaged and vulnerable learners to be *'Here, Happy and Flourishing'*.

Purpose:

The core purpose of our pupil premium funding is to ensure that all pupils who are disadvantaged or vulnerable due to socio-economic or other reasons receive the support that they need to make good progress, achieve age related expectations (ARE) in line with their peers, including academic, social and emotional progress and have high aspirations for their current and future lives.

This includes not only pupils specifically registered under the Pupil Premium Strategy, but also other pupils at our school that we have identified as disadvantaged /vulnerable e.g. this may include pupils who are not

yet in receipt of FSM but the family may need support in registering, families that sit just below the eligible criteria for FSM, families in domestic breakdown situations.

Aim:

Our core aim is to ensure that every child can succeed and thrive, whatever their socio-economic status, background or other specific challenges. We will achieve this through the targeted and strategic use of our pupil premium funding, which we will review annually, taking into account our knowledge of the needs of our target pupils.

Objectives:

1. Provide support for families so that vulnerable children have good attendance and arrive at school on time every day, ready to learn
2. Provide high-quality learning opportunities to reduce the attainment gap of vulnerable pupils.
3. Enhance emotional, social, and behavioural support for vulnerable pupils.
4. Support well-rounded development through enrichment activities and targeted interventions.
5. Ensure that all vulnerable pupils have equal access to resources, opportunities, and educational support.
6. Ensure that all vulnerable pupils have high aspirations for their current and future lives and are supported in meeting their potential.

Three Year Strategy 2024/25 – 26/27

In order to achieve this we will:

1. Ensure that high attendance and punctuality is our top priority
2. Work to engage parents / carers of vulnerable pupils and provide family support, including engagement of external support services where required e.g. Virtual School, Early Help,
3. Support and develop pupils' social and emotional resilience by helping to break down the barriers that are causing difficulties and may otherwise prevent pupils from accessing the full curriculum, achieving their potential and flourishing in all areas
4. Focus on high aspiration and achievement, specifically in the core areas of language and communication, literacy, mathematics, including supporting pupils' academic resilience (e.g. self-efficacy and self-regulation)
5. Identify pupil specific areas of higher achievement and pupils' personal interest, and support pupils in accessing enrichment activities that can be developed further to encourage high aspiration and support high pupil self-esteem
6. Ensure that teaching and learning opportunities are designed to meet the needs of all pupils, but especially our vulnerable pupils, using the mastery approach and adaptive provision as the norm, so that no child is left behind
7. Closely monitor and identify when pupils' particular circumstances or gaps in their experience leave them vulnerable to underachievement, and requires more specific / targeted support that is additional to or different from their peers
8. Support pupils in positively preparing for their next steps / the next stage of their education through tightly focussed transition arrangements
9. Use research based evidence to identify the best ways to support pupils activities (e.g. through EEF),

Our School's Specific Context - Benefits and Challenges

As a small rural school there are specific benefits and challenges:

Benefits

As a small school, with fewer than the average number of children identified through Pupil Premium we

know our pupils and families well. As a result we are much better placed to engage families and tailor our response to our particular pupils. We are able to drill down and identify the particular needs of individual pupils rather than through generalising groups of pupils. We use lessons learnt from supporting our vulnerable pupils across the school, to provide support for pupils who maybe on the fringes, but don't quite hit the threshold for pupil premium.

Challenges

As a small school, we receive significantly less pupil funding than other schools nationally through pupil premium funding. This makes it much more difficult to fund and sustain long-term improvement strategies. As a consequence, in order to provide the best strategies to benefit children identified through pupil premium, we use our pupil premium funding alongside our other school funding to provide strategic responses that also benefit the needs of our wider school population. This means that there are many more strategies which our school puts into place to support our vulnerable pupils, beyond those identified within our Annual Pupil Premium Statement.

Our Approach to Pupil Premium Allocation

In line with our school values and the specific needs of our small cohort, we adopt the following approach:

1. Needs Assessment

We conduct a thorough needs assessment for each identified pupil to identify specific areas for support, whether academic, social, or emotional to ensure tailored support.

2. Evidence-Based Interventions

We prioritise evidence-based strategies that have been shown to be effective in small school settings. Examples of funded initiatives include:

- Support to maintain pupils' optimal attendance and punctuality
- Help to access family support programmes and initiatives e.g. Early Help
- One-to-one and small-group support for literacy and numeracy
- Targeted interventions, such as speech and language programmes or social skills programs.
- Support for well-being, including access to mentoring programs.
- Subsidies to enable extra-curricular activities, and educational resources to support holistic development.

3. High-Quality Teaching and Adaptive Provision

We recognising the importance of quality teaching, a portion of the Pupil Premium is allocated to staff development and training, enabling teachers and support staff to better meet the needs of disadvantaged and vulnerable pupils.

4. Monitoring and Assessment

We rigorously monitoring the progress of disadvantaged and vulnerable pupils through live monitoring, formative and summative assessments, progress meetings, and close tracking. Actions and interventions are adapted or changed based on these insights to ensure effectiveness.

5. Parent and Carer Engagement

Parent/ Carer engagement is essential in maximising the impact of the Pupil Premium strategies on pupils' outcomes. By engaging with parents/carers, we can better understand individual pupil and family needs. Close school-family working enables us to co-construct support effectively, and foster a collaborative approach that promotes positive outcomes in both academic and personal development. Regular communication and partnership with families ensures that interventions are aligned with pupils' unique contexts, helping to bridge gaps and provide a supportive environment both at school and home.

Allocation and Impact Reporting

Pupil Premium allocation is reviewed annually, with a clear breakdown of spending published on our school website in compliance with government guidelines. This includes a break-down of spending priorities, specific activities / interventions and impact evaluation, including how Pupil Premium has helped close the

attainment gap for disadvantaged / vulnerable pupils. This is reported to the governing body annually in the Autumn Term through the Annual Pupil Premium Report, and is then published on our school website.

Key metrics include academic progress, attendance rates, engagement in school activities, and improvements in social and emotional well-being are monitored by the school leadership team and governors. Due to the small numbers of pupils at our school, this data is not published, in order to protect the anonymity of pupils at our school.

Review and Policy Evaluation

School Leaders and the governing body review this policy annually, alongside the Annual Pupil Premium Report. Adjustments are made to reflect any changes in funding levels, pupil needs, or educational priorities. The Annual Pupil Report impact report is provided.

Conclusion

Through this policy, Trefonen School ensures that Pupil Premium funding is used strategically and effectively to foster an inclusive, supportive, and high-quality learning environment where every child can succeed, and have high aspirations for their future regardless of their background or family challenges.

Policy Date: November 2024

Policy Review: November 2025

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