



# Pupil Premium Statement

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Version	Date	Updated By
1	April 2023	G. Mann
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## **Pupil Premium**

Pupil Premium is additional government funding for pupils who are either children looked after or perceived to come from disadvantaged backgrounds and therefore qualify for Free School Meals. This funding is then used to boost the learning of pupils so that the gap between learners is narrowed and all pupils are then able to reach their full potential.

The Pupil Premium Grant must be used in line with the statutory *conditions of grant* and the DfE's *menu of approaches*, including high quality teaching, targeted academic support, pastoral and wider strategies

Intrinsic support in the basics can enable children from disadvantaged backgrounds to catch up with their peers. Schools also influence how parents support their child's learning and behaviour as they grow older and their needs develop. They can also help parents understand the breadth of possibilities open to their child and how their child can achieve their aspirations.

### **Pupil Premium is allocated for:**

- Pupils eligible for Free School Meals (FSM).
- Looked-after children (LAC).
- Previously looked-after children (PLAC) including those adopted, under special guardianship or residence orders.

### **Pupils who receive pupil premium funding will benefit from one or more of the following additional provisions:**

- Therapy interventions
- Further enrichment opportunities
- Amazon Kindle Fires
- Counselling
- 1:1 interventions for Literacy and Numeracy
- Small learning groups or increased level of support
- Alternative curriculum
- Purchase of equipment/software to support learning
- Revision guides
- Extra support in some lessons from support staff
- Support for behaviour
- Magazine subscriptions
- Cultural/enrichment trips
- Educational trips

## Key Principles at Willow Park School

1. Willow Park School is committed to raising the achievement of pupils who are eligible for Pupil Premium. We recognise that these pupils often need to make rapid progress and we work with determination to ensure this happens. Our approach reflects our belief that every child should feel they belong, are encouraged to commit to their learning and are supported to achieve their full potential.
2. Willow Park School does not equate eligibility for Pupil Premium with low ability. We are ambitious for every disadvantaged pupil and we strive to bring out the best in them. We want all pupils to feel they belong in our community, to commit fully to their aspirations and to achieve at the highest possible level.
3. Willow Park School provides a coherent package of support that addresses the wide range of barriers pupils may face. These include attendance, behaviour, external challenges, professional development that improves the quality of teaching and learning, language development, parental engagement, meaningful first-hand experiences and the development of literacy and numeracy. These actions sit firmly within our values, ensuring pupils feel they belong in a safe and nurturing environment, commit to positive routines and habits and achieve academic and personal success.
4. Willow Park School uses robust assessment systems to track progress and analyse data so we can identify pupils who are not achieving as expected and understand why. This process ensures that pupils feel known as individuals and that staff can support them to belong, commit and achieve.
5. Willow Park School allocates resources and interventions purposefully to accelerate progress for eligible pupils and reduce the attainment gap. This reflects our belief that every pupil should belong to a community that champions them, commit to their journey and achieve outcomes that set them up for future success.
6. Willow Park School uses data carefully and thoughtfully to evaluate the impact of targeted spending. This includes analysis of interventions, projects and teaching approaches to ensure they lead to stronger outcomes for disadvantaged pupils. This supports our values by ensuring pupils achieve through evidence informed practice.
7. The Pupil Premium Leader and the Headteacher maintain a clear overview of how funding is allocated and the difference it makes to pupils. The impact is reviewed each term so that we can continually strengthen our culture where pupils belong, commit and achieve.
8. Willow Park School ensures that class teachers, phase leaders and subject leaders know which pupils are eligible for Pupil Premium. They take shared responsibility for accelerating progress and fostering a culture where pupils feel they belong in the classroom and wider school community, commit to learning and achieve meaningful progress.

9. The Governing Body holds high aspirations for all pupils and monitors the effectiveness of the school in reducing and closing attainment gaps. Governors champion a culture where every pupil can belong, commit and achieve regardless of background or starting point.

### **Monitoring and Evaluation**

Impact reviewed each term.

Oversight shared with leadership and governors.

### **Links with Other Policies**

SEND Policy

Person-centred Neurodivergence Affirming Behaviour Policy

Curriculum Policy

Attendance Policy