

Gresham Village School and Nursery
Pupil Premium Strategy
Updated September 2021

Rationale

Over the past few years, the number of pupils in receipt of Pupil Premium funding has reduced significantly, to the extent that we have very few children who now qualify. With such small numbers, their individual needs vary considerably and it is difficult to identify common barriers to learning. However, it is clear that, in general, our Pupil Premium children do not achieve as well as their peers or at the standard expected, particularly in reading and writing. We accept fully our responsibility to ensure that children identified as being from a 'disadvantaged background' are able to reach their potential and transfer to high school having been given every opportunity to achieve this.

Our Pupil Premium Strategy is designed to support children and families in their own unique circumstances by identifying clearly each child's individual barriers to learning and then planning strategies and approaches in order to reduce or eliminate the barrier. This includes ensuring that higher ability Pupil Premium children achieve the highest outcomes.

We do not accept that children from so-called disadvantaged backgrounds will not achieve as well as every other child in our school; nor do we accept that any child should not be able to access any curricular or extra-curricular activity or visit because of cost: we will positively discriminate and intervene, when required, in order to achieve these ends.

Our aim is that Pupil Premium children will transfer to High School with the skills and attributes required to achieve their potential. This includes being a confident reader, writer and mathematician as well as having the necessary personal skills to achieve and overcome difficulties.

Practice

Every Pupil Premium child has their own line on the Class Profile, irrespective of their academic ability and status on the Pupil Support Register. This guarantees that we will identify and review their needs on a regular basis. In this way, a pupil premium child, who, for example, has a strength in mathematics and is expected to reach the highest grades in mathematics will be tracked and action taken accordingly in order to ensure that they meet their potential through classroom adaptation and intervention as appropriate.

The Class Profile also ensures that if a child has more complicated needs, as defined in the Pupil Support Register, then these will all be dealt with in a single plan and approach.

Pupil Premium pupils are offered two free extra-curricular clubs each term, with free after-school care for siblings if required. We will ensure that PP children are able to attend all school visits, including residentials, and sporting activities, subsidising if necessary.

All Pupil Premium children receive 'Home Learning Packs' and access to online resources and parents given specific advice about approaches to home learning.

Our Annual Pupil Premium Report identifies clearly the priorities for the coming year and the provision we will provide.

Evaluating Impact

Pupil Premium children are monitored in exactly the same way as all children on the Pupil Support Register using the Inclusion Strategy Cycle. In addition, the headteacher monitors the individual progress of each Pupil Premium child at Pupil Progress Reviews.

Every term, the headteacher reports to trustees and governors on the progress and attainment of Pupil Premium pupils in the Headteacher's Report and the Progress and Attainment Report.

The governors have appointed a governor with special responsibility for Pupil Premium. This governor meets the headteacher once a term using the Norfolk Governors' Toolkit *Pupil Premium Checklist*, then reports to Full Governors at their termly meeting.

Every year, the governors receive an Annual Pupil Premium Report from the headteacher, which is then published on the school website. The report includes detail about provision, progress and attainment and the use of funding.