**Pupil Premium Statement**



Pupil Premium is additional funding given to publicly funded schools in England to raise attainment of disadvantaged pupils and close the gap between them and their peers.

The Government believes that schools should decide how the Pupil Premium is allocated and spent and it is felt that Head teachers are best placed to assess what additional provision should be made for individual pupils within schools.

Pupil Premium funding is allocated following a needs analysis which identifies priority groups, individual pupils and resources. Limited funding and resources means that not all FSM children will receive intervention and additional support at the same time.

Whilst the Governing Body appreciate that some parents and carers may feel that they are being unfairly treated, parents need to understand that this is a Government funding requirement and that all schools must choose how this money is spent on disadvantaged pupils.

As a school we work hard to ensure that the maximum number of pupils benefit from the funding. All pupils in receipt of Pupil Premium funding receive additional support and resources. We actively promote equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all succeed.

We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support, linking to school priorities and improvement systems. These are monitored and evaluated regularly and in depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. All matters relating to the Pupil Premium are reported to the governors, ensuring that the school is held to account for the impact of spending.

**Key Priority**

To continue work on closing the gap of disadvantaged pupils, through addressing inequalities in order to raise the attainment of those students in low-income families.

**What we expect to see:**

Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to the curriculum and all extra-curricular experiences. All pupils who are currently underperforming because of the impact of their disadvantaged background will make improved, good or better progress leading to the narrowing of any attainment gaps.

**Main Barriers to attainment, achievement and progress:**

Some of our disadvantaged pupils start school below national expectations as a result of limited experiences and opportunities. In order to address the gaps in development and attainment we direct a range of resources, support, interventions, programs and strategies for children and their families.

Barriers and challenges faced by some of our disadvantaged pupils are many and varied. There barriers often increase in complexity as the children get older.

Barriers may include:

* Poor language and communication skills.
* Limited life experiences and opportunities
* Poverty and limited financial resources
* Poor attendance
* Stressful and complex home background/circumstances
* Lack of employment and historical unemployment
* Mobility/transient families
* Challenging behaviour
* Low self-esteem and lacking in self confidence
* Substance misuse
* Poor mental health
* Poor nutrition and routines
* Poor quality housing
* Limited access to technology
* Limited involvement in education
* Low expectations and limited aspirations for themselves and their children

We strive to meet the needs of every child, appreciating the gifts and talents that each brings to our school community.

***Every child is different. Every child is important. Every child is unique.***