



*“Enabling life in all its fullness”*

**“I came that you may have life, life in all its fullness” (John10:10)**

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

# Disadvantaged Learners Policy

This policy reviewed and adopted: October 2024

Next review: October 2027

## ASHTON KEYNES C of E (C) PRIMARY SCHOOL

### DISADVANTAGED LEARNER POLICY

At Ashton Keynes C of E Primary School, we aim for all children to feel valued and to have their self-esteem, skills and abilities promoted. We provide every possible opportunity to develop children's full potential. We believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skills and abilities
- Have a love of learning.

The school receives funding from the Government to support it in meeting this aspiration. This is known as the Pupil Premium Grant.

Pupil Premium is additional funding, from the government, provided to schools for supporting pupils from low income families to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for Pupil Premium:

- Children who are eligible for free school meals (FSM) or have been in the past 6 years (EVER6)
- Looked after / adopted children
- Armed forces children (This is a separate service premium)

It is our responsibility to ensure that all children in our school achieve their potential and in order to do so we seek to meet the individual needs of every child. Pupil Premium will be used and managed by us to enable us to tailor support for identified children in a range of ways appropriate to their needs. The Pupil Premium is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years. Schools have the freedom to spend the grant, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils in order to 'close the gap'. The school writes a three year pupil premium grant strategy using the DFE format which allocates and analyses the spend of the whole pupil premium budget on an annual basis which can be found on our website: [Disadvantaged Learners](http://www.akps.org.uk) at [www.akps.org.uk](http://www.akps.org.uk)

All our staff and governors accept responsibility for Pupil Premium pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. The targeted and strategic use of pupil premium will support us in achieving our vision.

#### Principles

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive the grant will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals

### **Aims**

All Pupil Premium work is aimed at accelerating progress and supporting pupils to meet their potential as well as supporting pupils mental and emotional health and wellbeing.

Pupil Premium resources may also be used to target able children to achieve higher levels.

### **Provision**

The range of provision for this group include and would not be limited to:

- 1:1 support
- Use of known Tutor Mentors
- Additional teaching and learning opportunities provided through trained HTLAs and class teachers
- Use of pre and post teaching techniques for a 'finger on the pulse' approach to learning and support/challenge which is bespoke to the individual
- Specialist Art Teaching, enabling small group/ 1:1 work with an experienced teacher focussed on overcoming gaps in learning
- Pupil premium resources are to be used to target able children on Free School Meals to at least achieve Age Related Expectations and to make at least expected progress from their starting points
- ELSA (Emotional Literacy support assistants) support to build self-esteem and work on emotions
- Providing a cosy cabin and access to a dedicated ELSA daily at lunch
- SALT dedicated in house trained speech and language therapy professionals to support with processing and speech and language development
- Access to a rich range of texts across the curriculum to build vocabulary, reading skills and experiences
- Forest school to support problem solving, resilience and outdoor learning and awareness of the world
- Joint leadership work of the Disadvantaged Lead with SENDco (Special Educational needs lead) to work on providing best strategies to support pupils who are both disadvantaged and SEND (Special Educational Needs)
- Transition from primary to secondary and transition internally and into EYFS.
- Funding educational visits, residentials and experiences
- Working as an affordable school to support all children including disadvantaged to access our full and rich shone Curriculum
- Ensuring children have first-hand experiences to use in their learning in the classroom.
- Support to attend breakfast club should this be required to ensure a smooth start to the day
- To allow the children to learn a musical instrument through whole class instrument teaching and where beneficial and viable peripatetic instrumental lessons

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

### **Monitoring**

It is the responsibility of the Disadvantaged Learner's Lead to monitor progress of disadvantaged learners. This is achieved through regular liaison meetings with SLT, class teachers, book looks, pupil voice and monitoring of data

(including attendance). The Disadvantaged Learner's Lead also monitors closely in partnership with the PP and Affordable school link governor through termly meetings.

## **Reporting**

- It will be the responsibility of the Pupil Premium lead to report to the Governors on:
  - the progress made towards narrowing the gap, for socially disadvantaged pupils
  - an outline of the provision that was made since the last report
  - an evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision
  - To complete the three year DFE strategy which runs December to December and analyse and audit this annually
- Parents will receive information as to the progress of pupils through personal information sent home on individual education plans and through reporting of assessment results at the end of the academic year and just before parent evenings.
- Parents will not receive an individual breakdown of the spend per pupil as school use some of the funding to provide whole school initiatives to support all disadvantaged learners

## **Appeal**

Any appeals against this policy will be through the governor's complaints procedure.