**Pupil Premium policy for The Grove School 2019**

**Our aim:** To ensure that no child should achieve lower than their potential because of home financial factors or barriers caused by vulnerabilities.

The aim for The Grove School is to accelerate learning so that children achieve above the national average thus leaving school with heightened chances in life. We aim to help children become well rounded and experienced young adults and base their needs based on an individual’s circumstances and needs at the school’s discretion.

**Our strategies which have the greatest impact:**

1. Ensuring a high staff awareness of which children receive Pupil premium funding and the needs and barriers they may have
2. High quality staff supported by staff training/experience to support the needs of the children eg attachment training, mental health focus, emotional resilience support etc
3. Providing a personalised response to the child’s emotional needs with a programme of support
4. Developing the relationships where the child can ask for help and is comfortable to fail in order to learn
5. Providing a personalised learning programme and focused priorities developed around the child’s needs and gaps in learning
6. Developing the whole child but encouraging a breadth of experiences and skills not always available within the curriculum – this develops a rise in self-esteem, self-confidence and a greater understanding and acceptance of self
7. Offer Family support where appropriate

**Our process:**

1. When we have received notification that a child will receive Pupil Premium in the next financial year (April after notification) we begin to plan for the best use of the money and begin to put interventions in place to benefit the child based on our aim above.
2. We consult with staff to assess the needs for each individual child and their needs.
3. We aim to consult with parents as to their thoughts of how their child may benefit, ensuring they understand it is the school and ultimately the Headteacher who makes the final decisions of what interventions are put in place to benefit the child towards our aim above.
4. In principle, educational and in-school interventions are a priority for funding before extra curriculum experiences. If a child is below national age related expectations in assessments it is our priority to ensure that the child makes accelerated process to catch up and so the school will decide what interventions take priority in order to achieve this.
5. Extra-Curricular is defined as extra to the usual curriculum set for the class and includes Art Workshops, Flourish (in school pastoral care systems), 1-1, group work and can include sports, clubs and music tuition if this is felt by the school to be a suitable and valuable intervention for an individual child who would not be able to access this without the school’s support.
6. The school calculates the funding for interventions such as 1-1, group, Florish and other in-school extracurricular support in terms of staffing costs. Some of the funding is put towards central resourcing such as staffing and training needed to manage the interventions so individual funding calculations will not show the full allocation and parents should not expect the full funding figure to be itemised. In some years more funding may be spent on certain individual children and less on others but we guarantee that all individual children’s needs will be addressed. If funding is not spent in full one year, it cannot be carried forward to other academic years. We recognise that we plan to use the funding from September – July but we will not receive funding until April of each year so will be in deficit for 7/12 months.
7. Each child and each year group are taken each year as individual cases and the school does not set a precedent because money had been spent in a certain way in a previous year or on a different child.
8. How money is spent on individual children or in classes is confidential and children who receive Pupil Premium are known to the school staff but beyond this are confidentially listed. No documentation presented to the public will identify a child. The Governors are aware that the information they receive to monitor the Headteacher’s use of these funds and the outcomes for children are confidential for whilst they do not use names of children, it may be possible to identify children from this detailed analysis of data.
9. Once we have identified a strategy for every individual child we implement the strategy and interventions. We monitor closely and examine progress to ensure that the funding is well spent. We assess against national expectations.
10. We annually report the outcomes of spending publicly on our website. Governors have termly updates on progress. We have a named Pupil Premium Governor ‘Champion’ who monitors our processes, procedures and outcomes closely.