



## **Pupil Premium Policy**

Dream, believe, achieve together.

### **Persons with Responsibility**

All stakeholders

### **Linked Policies**

Equality  
Teaching and Learning  
Assessment

**Next Review:** January 2026

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.

The targeted and strategic use of pupil premium will support us in achieving our vision to help every child achieve their full potential.

## **Principles**

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We 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 free school meals 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 socially disadvantaged. Ideally, at least 70% of any group will be made up of FSM children
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time or may not in fact need it.

## **Provision**

- The range of provision the Governors may consider making for this group could include should sufficient funding be available:
  - Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
  - Providing small group work with an experienced teacher focussed on overcoming gaps in learning e.g. Fresh Start, Reading Challenge etc.
  - 1-1 support from a teacher, HLTA or TA.
  - Additional teaching and learning opportunities provided through trained TAs or external agencies
  - Work with the Learning Mentor
  - Additional provision from Speech and Language
  - Educational Psychologist support.
  - Additional ICT provision, laptops, ipads etc to facilitate work
  - Additional opportunities such as music lessons, French etc
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age-related expectations. Initially this will be in communication, English and maths.

- Pupil premium resources may also be used to target able children on FSM to achieve above age related expectations.
- Provision will not be specifically aimed at EHCP children although they may benefit during group work.

## **Reporting**

- It will be the responsibility of the Headteacher to produce regular reports for the Governors on:
  - the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
  - an outline of the provision that was made since the last meeting
  - an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- The Governors of the school will ensure that there are regular updates to parents on how the Pupil Premium funding is spent and an annual report which shows how the money has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. Information about Pupil Premium will appear on the school website.

To be reviewed bi-annually.