



PUPIL PREMIUM



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.

Tintagel reserves the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has identified as being socially disadvantaged.

TINTAGEL PRIMARY SCHOOL
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PUPIL PREMIUM AT TINTAGEL

Pupil Premium is a government initiative that provides additional funding to raise the attainment of disadvantaged pupils in order to diminish the difference between their achievement and that of their peers.





Key Principles of Pupil Premium allocation at Tintagel School

By following the key principles below, we believe we can maximize the impact of our Pupil Premium spending:

- Tintagel staff build belief that ALL children can succeed
- Through data analysis, Tintagel staff are fully aware of strengths and weaknesses across the school
- Tintagel staff use research to determine the most effective strategies to support progress
- We constantly identify pupils who are Pupil Premium or who are vulnerable
- We continually improve teaching and assessment and individualize support

BARRIERS TO LEARNING AND SUPPORT

The targeted and strategic use of Pupil Premium will support us in achieving our aims and addressing the identified barriers to learning.



SOCIAL AND EMOTIONAL:

Social skills including being able to talk through problems and find solutions, listen to others and have empathy. Having a lack of confidence and a fear or reluctance to take chances or make educated guesses, a lack of self-esteem; family structures that can cause emotional stress and distress.

NURTURE:

We will provide support and opportunities for all eligible PP children and other vulnerable groups of pupils in order that they develop as confident, happy and resilient learners who are proud of their achievements and grow independence.

PERSONAL ISSUES:

Difficulties that make certain aspects of learning more challenging than others, including diagnosed learning difficulties or impairments.

ANALYSE:

We will monitor, assess and review the impact of interventions and provision for PP children across the school every half term as part of the school's Pupil Progress Meetings. Tracking systems are robust and data analysis is rigorous ensuring that interventions have impact.

BASIC NEEDS:

Physiological needs including: adequate food, clear and consistent rules that provide a safe environment, positive adult role models, encouragement to take risks and time for reflection

SUPPORT:

Depending on the needs of the PP child, we will ensure there is the availability of:

- Reduced group sizes
- One to one support
- Access to emotional wellbeing programmes
- Tailored interventions for the need of the child