Our school works in accordance with the PREVENT Duty and approaches this issue in the same way as any other child protection matter. Any concerns that one of our pupils is at risk in this respect, will be referred to Children’s Social Care in line with the SET procedures.

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

*Article 29 (goals of education)*

- Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
Equality and Inclusion

At Wyburns Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers; irrespective of age, race, gender, disability, faith or religion, attainment or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of all pupils is monitored and we use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes British values; championing respect for all.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters.

Our Mission Statement for Equality:

As a school,

- We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age, disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.
- We welcome our duty to promote community cohesion.
- We recognise these duties reflect international human rights as expressed in the UN Convention- The Rights of the Child.

How the policy was developed:

Background
The pupil premium is a Government initiative that targets extra money at pupils from low income families, ensuring support to enable them to reach their full potential.

Those entitled to Free School Meals is the indicator and Pupil Premium is allocated annually based on pupils who have registered for free school meals at any point in the last 6 years.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and ‘diminish the difference’. Schools will be accountable for diminishing the difference, and school performance tables will compare the attainment of pupils who receive the pupil premium with their peers.

This policy has been developed in order to ensure that effective intervention is provided.
**Principles**
Every child with his/her individual needs and gifts is unique and special.
All members of staff, governors and learning support assistants accept responsibility for
‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic
needs within a caring environment.
As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued,
respected and entitled to develop to his/her full potential, irrespective of need.

**Provision**
In order to meet the above requirements, the Governing Body of Wyburns Primary will ensure that
provision is made which secures the teaching and learning opportunities that meet the needs of all
pupils. Our priority will be focussed on ‘diminishing the difference’ for those pupils not on track to
reach age expected outcomes or better.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors
of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and
addressed through termly pupil progress monitoring.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not
all pupils who receive free school meals will be socially disadvantaged.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or
qualify for free school meals. The Governors 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.

**The range of provision**
- Facilitating pupils’ access to education
- Facilitating pupils’ access to the curriculum
- Additional teaching and learning opportunities

The Inclusion Leader, in conjunction with the Headteacher, will maintain an ongoing programme of
support for socially disadvantaged pupils, which will be subject to the oversight of the Governing
Body.

**Reporting**
It will be the responsibility of the Inclusion Leader /Assessment Leader, to produce a termly report
for the Governors on:
- The progress made towards diminishing the difference, by year group, for socially disadvantaged
  pupils.
- An outline of the provision that was made during the term 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.

It will be the responsibility of the Governing body to monitor the school’s progress towards
‘diminishing the difference’ for socially disadvantaged pupils on a termly basis. The governing body
will consider the information provided.

**Success Criteria**
The evaluation of this policy is based on how successfully the school can ‘diminish the difference’
between socially disadvantaged pupils and their peers.
The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children;
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental partnership support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Create a positive school atmosphere in which pupils’ differences are recognised and valued as full members of the school community; developing confident and independent learners.