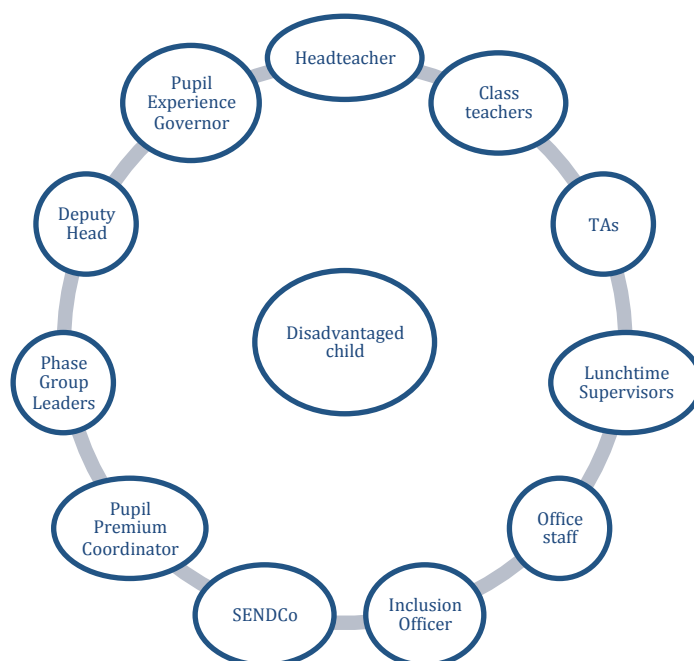


STEPHEN FREEMAN PRIMARY SCHOOL

"Everybody; Every Moment; Every Idea Counts"

All staff at Stephen Freeman Community Primary School are responsible for the well-being and progress of disadvantaged children.



Disadvantaged children are a key priority for staff at Stephen Freeman. We have refined a rigorous system to ensure the needs of individuals are being monitored, evaluated and improved. Regular meetings with The Inclusion Team ensure changes happen quickly and information is shared to ensure the child's support is impactful. All staff are clear on their part in the process, are provided with training updates and are kept up-to-date on individual children via email and staff briefings.

The Inclusion Team is made up of Jess Butler (Headteacher), Sue Shaw (DDSL), Polly Cheswick (Pupil Premium Coordinator) and Jill Hazeldine (SENDCo).

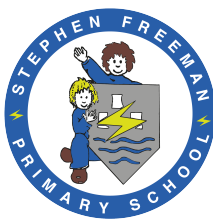
Address: Freeman Road, Didcot, Oxon, OX11 7BZ

Tel: 01235 814718, **Fax:** 01235 511078

E-mail: headteacher.2594@stephen-freeman.oxon.sch.uk

Head teacher: Jess Butler

Deputy Head teacher: Lyn



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| <p>The Head will:</p> | <ul style="list-style-type: none"> • Meet formally with the Inclusion Team, on a weekly basis, to discuss individual children, plan for next steps and evaluate the provision being offered by the school for those in need. • Meet weekly with the Deputy Safeguarding Lead to discuss individual children and make actions as appropriate. • Monitor the work of the Pupil Premium Coordinator and provide challenge to ensure the very best provision is in place for our disadvantaged children. • Be the designated LAC teacher. • Serve The Inclusion Team with external data and internal data from Integris. |
| <p>Inclusion Officer (Deputy Designated Safeguarding Lead) will:</p> | <ul style="list-style-type: none"> • Meet with Head (as above) • Meet formally with the Inclusion Team, on a weekly basis, to discuss individual children, plan for next steps and evaluate the provision being offered by the school for those in need. • Prepare relevant disadvantaged briefings for weekly staff meeting. • Meet weekly with SENCo to discuss pupils with Special Needs, including those who are also entitled to Pupil Premium. • Contact class teachers regularly to ask for information pertaining to disadvantaged and vulnerable pupils. • Meet with parents of disadvantaged and vulnerable pupils to ensure their needs are being met and appropriate support is being given. • Liaise with agencies and professionals in respect of safeguarding and pupil wellbeing. • Be responsible for working with the Safeguarding Lead to ensure pupil safety and welfare alongside immediate responsive work. • Conduct welfare checks when a pupil has been absent for 3 days without communication (this will involve attending the address). • Provide annual safeguarding training for all members of staff working in the school, regardless of their job role. |
| <p>The Pupil Premium Coordinator will:</p> | <ul style="list-style-type: none"> • Meet formally with the Inclusion Team, on a weekly basis, to discuss individual children, plan for next steps and evaluate the provision being offered by the school for those in need. • Communicate with teachers via email and staff meetings as to what the school is providing for disadvantaged pupils and to share best practise. • Share examples of best practice and new initiatives to support pupils entitled to Pupil Premium. • Be responsible for monitoring the progress and attainment of pupils entitled to Pupil Premium including those who are forces, ever 6, LAC and FSM. • Liaise with parents to ensure their children’s £100 grant is being spent to further their child’s academic or emotional well-being. • Meet regularly with the Pupil Experience Governor to evaluate the action plan. |
| <p>Class Teachers will:</p> | <ul style="list-style-type: none"> • Prioritise disadvantaged children on differentiated plans. • Provide focused and regular feedback to disadvantaged children. • Keep class TAs continuously informed on disadvantaged children’s action plans. • Provide evidence of work for child’s case study file. |

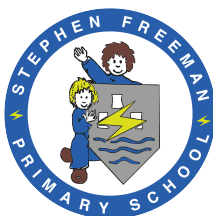
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|-------------------------------------|---|
| TAs will: | <ul style="list-style-type: none"> Proactively keep informed on disadvantaged children’s needs and children with SEN’s profiles. Provide extra support (where necessary) in and out of class for disadvantaged children. Providing 1:1 support, small group activities, emotional reassurance etc as directed by the class teacher. |
| The SENDCo will: | <ul style="list-style-type: none"> Meet formally with the Inclusion Team, on a weekly basis, to discuss individual children, plan for next steps and evaluate the provision being offered by the school for those in need. Meet regularly with TAs to ensure their knowledge is up to date. Organise informative training sessions for TAs to develop their knowledge on a range of subjects. Meet with the Headteacher regularly to discuss the provision for children with SEN. |
| The Office staff will: | <ul style="list-style-type: none"> Monitor absences and conduct first day phone calls. They will inform the Inclusion Officer when a child is absent and a parent cannot be reached. Run weekly attendance reports and provide these to the Inclusion Team. Encourage and assist parents/carers enquiring about disadvantaged funding. Serve the Inclusion Team with budgetary information as required. |
| The Pupil Experience Governor will: | <ul style="list-style-type: none"> Attend regular meetings with the Headteacher and Pupil Premium Coordinator to review and evaluate action plan Challenge the Headteacher and the rest of the Inclusion Team to ensure the action plan clearly impacts on the attitude to learning, behaviour for learning, resilience for learning and development of life skills for all disadvantaged children. . Challenge the Headteacher and the rest of the Inclusion Team to ensure the action plan positively impacts on the academic progress and further closes the attainment gap and safeguards more rapid progress between disadvantaged children and other children. |
| The Lunchtime Monitors will: | <ul style="list-style-type: none"> Provide support (where necessary) during lunchtime Report any concerns/observations to class teachers and the Safeguarding team, where these arise. |

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