

Am I eligible?

A child is eligible for free school meals if their parent / carer (or the child themselves) receives of any of the following benefits:

- Universal Credit (provided you have an annual net earned income of no more than £7400, as assessed by earnings from up to three of your most recent assessment periods)
- Income Support (IS)
- Job Seekers' Allowance (Income-Based) and equal based Job Seekers Allowance
- Income Related Employment and Support Allowance (ESA-IR) and equal based Employment and Support Allowance
- Child Tax Credit (CTC) provided you're not also entitled to Working Tax Credit and have an annual income of no more than £16,190
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Guarantee Element of Pension Credit (GPC)
- Immigration and Asylum Act 1999 (IAA) Support

You can apply online at <https://www.cornwall.gov.uk/schools-and-education/schools-and-colleges/school-meals/> which can also provide you with more information or phone 01872 324295.



Alverton Primary School



Pupil Premium

Parent Guide

Pupil Premium

At Alverton School, our aim is to ensure that every pupil, regardless of their background or the challenges they face, achieves high standards across all areas of learning. We are committed to ensuring that all children who are in receipt of Pupil Premium funding are supported to achieve the highest outcomes possible and to thrive within a culture of high expectations.



We understand that some children may face additional challenges, such as those with a Social Worker or Young Carers, and we are committed to providing the support they need to overcome these barriers. Our approach is designed to meet the needs of all our pupils, ensuring that they are given every opportunity to succeed, regardless of their circumstances.



Our approach is designed to support all children, whether in receipt of Pupil Premium or not, with a focus on high-quality, 'quality-first' teaching. This ensures that these children receive the specific support they need, helping to eliminate the attainment gap while benefiting all children. By focusing on targeted interventions and continuous support, we aim to sustain and improve the progress of both children who are in receipt of Pupil Premium funding, and those who are not. Each approach we

adopt complements the others, working together to help all children achieve their full potential.

We will:

- Adopt a whole school approach in which all staff take responsibility for outcomes of children who are in receipt of Pupil Premium funding and raise expectations of what they can achieve.
- Act early to provide support once a need has been identified.
- Eliminate the attainment gap between children who are in receipt of Pupil Premium funding and their peers.
- Address non-academic barriers to attainment such as attendance, behaviour and cultural capital.
- Ensure that the Pupil Premium funding reaches children who need it the most, with the recognition that not all children who are socially disadvantaged are registered or qualify for free school meals.

Intended Outcomes	
Challenge 1: Attainment	Pupils eligible for Pupil Premium achieve expected standards at the end of each key stage in line with national expectations and relative to their individual starting points.
Challenge 2: Attendance	Children who are eligible for Pupil Premium funding have attendance at least in line with national %
Challenge 3: Social and Emotional Needs	The school is able to address and meet children's social and emotional needs which readies them for learning and the school day.
Challenge 4: Broadening Social / Cultural Capital and Raising Aspiration	Children eligible for Pupil Premium access extra-curricular activities for which there may be a financial or aspirational barrier. Children who are in receipt of Pupil Premium funding have high aspirations for their future and a knowledge and understanding of opportunities outside of school and home life.
Challenge 5: Communication and Language on entry to school	Disadvantaged pupils make at least expected progress in the area of Communication and Language in the EYFS enabling them to better access their learning alongside their peers.