

Stradbroke Primary Pupil Premium Policy



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
David Bavington	Sep 2022	Sep 2023	Governing Body

In the spirit of inclusion we will work with our children to:

- Achieve their full potential as well-rounded individuals.
- Achieve high standards in all areas of the curriculum.
- Develop themselves as confident, self-motivated, independent and collaborative learners.
- Be able to adapt to new challenges and opportunities.
- Be active contributors to the school and to the wider community.
- Value themselves.
- Value and care for others in the local community and the wider world.
- Understand and accept the rights and responsibilities of being citizens of the future.
- Learn about, value and enjoy our diverse society.

Principles

- We ensure that teaching and learning opportunities meet the needs of all 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 receive free school meals. We reserve the right to allocate the Pupil Premium Funding (as outlined in the Pupil Premium Strategy) to support any pupils or groups of pupils that school has legitimately identified as being disadvantaged.
- 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 Ever 6 FSM pupils will be in receipt of Pupil Premium interventions at one time.
- 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.

Background

The 'Pupil Premium' is additional funding paid to schools in respect of their disadvantaged pupils (indicated by pupils who have been registered for free school meals [FSM] at any point in the last six years, are looked after continuously by the local authority for more than six months or have parents in the armed forces - known as 'Ever 6 FSM'). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers.

The Government have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals. The figures for 2022-2023 are outlined below:

- £1,385 per pupil for each Ever 6 FSM full time equivalent (FTE) pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium.
- £2,410 per pupil for Looked-after children (LAC), defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- £2,410 per pupil for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.
- £342 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of from the Ministry of Defence.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies (see Stradbroke's 'Pupil Premium Strategy' for more information about the research-based approaches adopted) that they know will support their pupils to increase their attainment, and 'diminish the difference'. Schools will be accountable for narrowing the gap and the school performance tables includes measures that show the attainment of pupils who receive the pupil premium compared with their non-pupil premium peers.

Early intervention in Foundation Stage

In Nursery, we will work with parents to identify children's needs. We will achieve this by termly meetings involving the Nursery teacher, key worker and parents. From these meetings, a pack of resources will be made available to support parents at home with their child's next steps using the child's interests. This will ensure Nursery and parents are working on similar steps for the child. Progress will be monitored through the usual assessment processes (see Assessment Policy). Children in Reception are identified for further interventions and placed in appropriate small groups in order to focus more closely on their needs.

Provision

- In order to meet the above requirements, we 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 achieve 'EXS' in Key Stage 1 and 'EXS' at the end of Key Stage 2 (details of this will be produced within our 'Pupil Premium Strategy').
- Pupil Premium resources will also be used to target higher attaining pupils to achieve Greater Depth/Higher Standard.
- Provision will not be aimed at children with EHCPs as funding for their needs is already in place.

The range of provision

- Facilitating pupils' access to education both in and beyond school.
- Facilitating pupils' access to the curriculum.
- Additional teaching and learning opportunities.
- Extra-curricular provision.

The Headteacher and Deputy Headteacher, in conjunction with the Inclusion Manager, will maintain an on-going programme of support for socially disadvantaged pupils (outlined in the 'Pupil Premium Strategy'), which will be subject to the oversight of the Governors' Curriculum Committee.

Reporting

It will be the responsibility of the Deputy Headteacher and/or Assistant Headteacher to produce an annual report (the 'Pupil Premium Strategy') for the Governor's Curriculum Committee on:

- The progress made towards diminishing the difference, 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.
- We will ensure the 'Pupil Premium Strategy' is shared with parents on our website and it will state how the Pupil Premium funding has been used to address the issue of 'diminishing the difference' for disadvantaged pupils. This task will be carried out within the requirements published by the Department of Education and will appear on the school website.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'diminish the difference' between socially disadvantaged pupils and their peers. It will also consider the school's effective wider work to support pupils to be confident, resilient and independent, and to develop strength of character.

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 make good or better progress.
- Effective parental pupil school 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.

Addendum: Coronavirus Pandemic

As a school, we recognise that pupils at Stradbroke (in particular, vulnerable pupils) may have been adversely affected by the Covid-19 pandemic. Our priority, at Stradbroke, is to ensure that we continue to develop the quality of teaching and learning in school so that we deliver a first class education for all of our pupils (see the Covid-19 Risk Assessment - Section 3 for more information).

This commitment includes developing our 'Remote Learning' offer to ensure that the quality of provision is comparable to the standards set in school. We also recognise that some children (who may/may not be vulnerable) may be disadvantaged - should they be asked to self-isolate and complete their learning from home - due to a lack of available resources at home. We will provide support, where possible, to ensure that all pupils can overcome these potential barriers to learning (see the Covid-19 Risk Assessment Section 5 for contingency planning for outbreaks).

Alongside this, we will also continue to prioritise mental health and wellbeing (see Pupil Premium Strategy' for our spending plan) for both staff and pupils as we recognise the importance of supporting our pupils and families during this period.