

Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL
RUSKINGTON

PUPIL PREMIUM POLICY

Part 1: Introduction

Effective use of the Pupil Premium Grant encompasses all elements of our school's mission statement and core values. At Winchelsea Primary School, ALL students, including those that are disadvantaged or highly gifted, are regarded as unique individuals. As a result, all children receive both challenge and support to meet their individual needs.

Our school believes that education coupled with a high level of pastoral support can play a powerful role in improving the lives of all children. We aim to do what it takes to remove any barriers that stand in the way of children achieving success. As such, the main aim of this policy is to close any gaps in attainment that may exist for different groups of pupils within our school community.

Background and Legal Context

The most important factor in predicting a child's future academic attainment is prior attainment. The next most important factor is poverty. Deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is also commonly associated with other factors which can influence children's outcomes; ill health; family stress; low levels of parental education and parental involvement in their child's education; low capital and low aspirations.

As a result, there can be wide gaps between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the Pupil Premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to Free School Meals (FSM) is used as a proxy for deprivation. A fixed amount is allocated to schools for each pupil registered for FSM at any point in the last six years (known as Ever 6).

Schools also receive funding for children who have been 'looked after' continuously for more than 6 months, children in care or following adoption and children of service personnel.

The Department of Education has stated that schools 'are free to spend the Pupil Premium as they see fit'. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who receive the Pupil Premium
- The annual Pupil Premium report that schools are required to publish online.

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the numbers of pupils who have been eligible for FSM at any point over the last six years (Ever 6). The Pupil Premium is aimed at addressing underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

For the Financial Year 2023-24 Pupil Premium allocation is £1,455 per pupil, Service children allocation is £335 per pupil, LAC and Post LAC allocation is £2,530 per pupil, Early Years allocation is 62p per hour per child for eligible three and four years old up to the full 570 hours of free education entitlement.

The DfE has stated: 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individuals within their responsibility.'

However, we are accountable for the use of this additional funding.

Part 2: Aims and Objectives

As a school in receipt of the Pupil Premium, we are accountable to our parents, the school community, the governing board and the government.

Objectives

- Ensure high expectations of all pupils – regardless of deprivation or living situation.
- Promote understanding that not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM funding. We therefore focus on the needs and progress of all pupils.
- Ensure all teaching and learning strategies are designed to meet the needs of all individuals and groups of children. Additional support, where required, will be integrated into the school's enhancement programme.
- Self-evaluate methods that are currently used to in order to allocate the funding to activities and resources that will hopefully have the highest levels of impact on achievement.
- Provide support in groups that will not socially isolate children. It is likely enhancement groups will be a mix of children that have been allocated PPM funding alongside those that do not qualify for additional funding.

Part 3: Organisation and planning

When making decisions about how the Pupil Premium funding will be used it is vital to understand the context of the school and the subsequent challenges faced.

Common, but not universal, barriers faced for children who qualify for FSM can be: less support at home, weak language skills on entry to the Foundation Stage, lack of confidence, behavioural difficulties and attendance or punctuality issues. There may also be complex family issues that prevent children from reaching their full potential. When making decisions about using the funding the school commits to:

- Use proven strategies, both new and existing, to narrow attainment gaps. These will need to be adapted according to the needs of the pupils.
- Always be mindful of the fact that eligibility for FSM does not equate to being 'low ability' because of social circumstances.
- Be transparent about how we have used the Pupil Premium, so that our parents and Ofsted are fully aware of how this resource has been used to make a difference.
- Recognise that children who qualify for FSM are not a 'one size fits all' group and will present a wide range of needs. Any strategies that we use to raise attainment will take group and individual needs into account.
- The Pupil Premium will be used for all year groups – not just those taking examinations at the end of the year.
- High quality teaching and learning will always be used to narrow the attainment gap. High quality enhancement groups will be used to impact on pupils who need additional support.

Development of the Policy

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the high levels of inclusive work that already takes place in our school. Whilst developing the policy we have taken into account our statutory responsibilities in meeting the requirements of The Equality Act 2010.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on narrowing any gaps in attainment.

Links to other Policies

Although this policy is the key document outlining our approach to narrowing the gaps in attainment for any of our children who qualify for the Pupil Premium, we will, however ensure that the information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue, but are not covered by the Pupil Premium, are also included in key documents such as our SDP, SEF etc.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEND, safeguarding and anti-bullying policy as well as in minutes involving governors, the whole staff and the senior leadership team.

Part 4: Roles and Responsibilities of Head, other staff and governors

The **Head teacher** will ensure that:

- The pupil premium policy is implemented consistently throughout the school.
- The Head teacher will report to governors, when requested, on the effectiveness of the policy.
- It is also the responsibility of the Head Teacher to ensure narrowing the gap of attainment of all pupils is a priority of the school.

Teaching and non-teaching staff will ensure that:

- Maintain the highest expectations of all pupils.
- Promote an inclusive classroom which enables all children to thrive.
- Plan and deliver lessons to a consistently high standard.
- Support any disadvantaged pupils who are in danger of not reaching their targets.

The **governing body** will ensure that:

- The policy is implemented and monitored.
- Review data and progress for evidence of impact of the policy.

Part 5: Arrangements for Monitoring and Evaluation

A system of monitoring and evaluation will be carried out by the Head teacher in conjunction with all staff as part of the school's rolling programme of policy review, The Head Teacher will report the result of the evaluation to the governing body and recommend any policy changes as and when they become necessary.

Signed: _____
Chair of Governors

Dated: _____