

Sudell Primary School



An Aldridge Community Academy

Pupil Premium Policy

Policy written by Vice Principal December 2015

Reviewed date: October 2017

Review date: October 2019

Principal: Helena Lewis

Chair of Governors: Claire Aspin

Our Aims

Every child at Sudell Primary School has an equal entitlement to develop and achieve their potential, regardless of background. The targeted and strategic use of Pupil Premium funding will support us in achieving this aim in a range of ways:

- ❖ Assuring the best possible delivery of learning experiences in the classroom.
- ❖ Developing a range of group and individual interventions designed to support those with identified needs.
- ❖ Offering a rich and varied selection of activities designed to engage and motivate pupils, raising their aspiration and creating a positive view of learning.

Pupil Premium

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

The Pupil Premium also provides funding for children who have been looked after continuously for more than one day and the children of service personnel.

The DfE has given schools the freedom to use the Pupil Premium as they see fit, based upon knowledge of pupil needs.

'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 individual pupils within their responsibility.'

As a school, we are accountable for the use of this additional funding. The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

Principles

As a school, we are committed to using Pupil Premium funding effectively to ensure maximum benefit to the children of Sudell Primary School.

- We seek to ensure that teaching and learning opportunities meet the needs of all of the pupils;
- We seek to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring 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 are eligible for free school meals (or have been eligible in the past 6 years) are socially disadvantaged. Therefore, groups funded by the grant may be made up of FSM pupils and non-FSM pupils, where needs are similar, or where meeting their needs helps to create a learning environment conducive to success for all.
- We will specifically track and monitor the progress, attendance and support provided to all of our children entitled to Pupil Premium funding;
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals from our tracking.
- Variation of need is determined by analysis of pupil data and tracking, discussion with parents, pupils and staff.

Provision

The range of provision the school may consider making for this group may include:

- Supporting teachers in improving their practice so as to accelerate the progress of low attaining groups
- Providing small group teaching with an experienced teacher focused on overcoming gaps in learning.
- 1 – 1 support.
- Offer additional parent workshops and home learning opportunities to support parents to help their children's learning outside school.
- Delivering intervention programmes to target newly arrived children and/or those who do not speak English as their first or main language.
- Targeting more able children and those on the Gifted and Talented register to ensure they reach their full potential.
- Additional teaching and learning opportunities provided by teachers, TAs or external agencies
- Additional support for assessments, training and advice from specialists such as speech therapists, educational psychologists etc.
- Access to therapeutic interventions and advice
- *Out of Hours and Enrichment'* to ensure children are given a full opportunity to develop other talents in sport and creativity to improve self-confidence and motivation for school.
- Ensure good attendance, punctuality and readiness for learning of disadvantaged pupils through the breakfast club provision

- *'Achievement and Standards'* work including additional class based or intervention work to accelerate progress of targeted groups or individuals alongside tracking systems to monitor pupil progress.
- *'Pastoral work'* which seeks to raise self-esteem, extend their personal skill set and support children and families to make appropriate choices in order to maximise learning opportunities

All of our work through pupil premium funding will be focused on accelerating progress, with the aim that all our children will reach at least age-related expectations in communication, English and Maths. We also aim for every child to make personal progress that is judged as good or better.

The school recognises that disadvantage does not mean and is not an excuse for low attainment or progress. Pupil Premium resources will be used to support all qualifying pupils including higher attaining children with previously high levels of achievement.

Reporting

It will be the responsibility of Pam Eyre to report regularly to The Local Governing Committee.

- The progress made towards 'diminishing differences', for socially disadvantaged pupils;
- An outline of the provision in place for pupils;
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by pupils receiving a particular provision.

The Principal will ensure that there is an updated report on Pupil Premium funding available to parents on the school's website.

Policy Review

To be reviewed annually, in line with alterations to recommendations and requirements from the Department for Education.