

	<h2>South Bersted CE Primary Pupil Premium Policy</h2>
Web and/or Internal	Web & Internal
This policy should be reviewed every	Every three years
Policy approved by Governors	Spring 2020
Date of Review	Spring 2023
Member of staff responsible	Business Manager
Policy created by	SBS Policy
Signed by Chair of Governors and/or Headteacher	

OVERVIEW:

Figures show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage. The Government believes it is right that additional funds are available to give the poorest children who achieve less well a better start in life. The Pupil Premium, uses resources from outside the Schools Budget, it is intended to address the current inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils. The pupil premium is additional funding given to publicly funded schools in England to “raise the attainment of disadvantaged pupils and close the gap between them and their peers”

(Department for Education, March 2014).

Pupil premium is not allocated to individual students. It is not an individual entitlement. The number of pupils qualifying for Free School Meals (FSM) is an indicator used by the government to allocate the funding to schools. In 2012-13 the Pupil Premium indicator of need was widened to include any pupil who had been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure, more recently as ‘disadvantaged’).

Part of our vision at South Bersted Primary school is to enable *'all children to recognise and achieve high standards...Our learners are encouraged to achieve highly, embracing lifelong learning in a safe, secure and supportive environment underpinned by Christian principles.'* Therefore, funding is used to address any underlying inequalities between children eligible for Pupil Premium and those who are not, by ensuring that funding reaches the pupils who need it most. Our policy, objectives and aims based on the structures recommended by The *'EEF Guide to the Pupil Premium'* which is referenced in the DFE's guidance report: Pupil Premium: Effective Use and Accountability, December 2019, aims to support schools in spending their Pupil Premium to maximise the benefit for their students.

OBJECTIVES

The Pupil Premium will be used to support children under a three tier structure, as recommended by the Education Endowment Fund 2019,.

- **Tier 1: Teaching**
Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. This includes professional development, training and support for early career teachers and recruitment and retention.
- **Tier 2: Targeted Academic Support**
Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is a key component of an effective Pupil Premium strategy.
- **Tier 3: Wider Strategies**
Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

Through this 3 tier approach, we aim:

- to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- to provide educational support which may be of an academic or pastoral nature, depending on the needs of the individual;
- to diminish the difference between the achievement of these pupils and their peers;
- to address any underlying inequalities between children eligible for Pupils Premium and their peers.

We will ensure that all children are able to reach their full potential, this includes children of all academic abilities and is not just restricted to low attainers. Research shows that *'disadvantaged students who achieve highly in primary school are much less likely than*

their peers to receive top grades at GCSE. Our vision at South Bersted is to create life-long learners who continue to thrive after leaving primary school and therefore we recognise that support for Pupil Premium children needs to target all children and make a significant impact on their potential outcomes.

STRATEGIES

- Pupil Premium will be clearly identifiable within the budget;
- The Headteacher, in consultation with the governors and senior staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils;
- The school will use recommended research and seek to further develop strategies and interventions which can improve the progress and attainment of pupils;
- The school will track the impact of the strategies put into place through the funding, to ensure that we can show the value that has been added to the education of the entitled children; therefore diminishing the gap;
- The lead teacher for Pupil Premium will monitor, evaluate and review the success of the impact of the pupil premium funding;
- The school will assess what additional provision should be made for the individual pupils over the current year, this will be tracked termly to ensure all children receive support;
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils supported by the Pupil Premium and the Headteacher will report termly to the Governing Body;
- Publish online information about how we plan to and have used the Pupil Premium, in order to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

OUTCOMES:

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.

The school will ensure that the additional funding is used well to address the challenges faced by disadvantaged pupils and in doing so will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including pupil premium.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored by class teachers and interventions will be put in place.

- b) If a pupil has been identified as underachieving, or having Special Educational Needs, they will be closely monitored by teaching staff in order to gauge their level of learning and barriers to learning.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- d) The Inclusion Coordinator (InCo), when appropriate, will be consulted as needed for support and advice.
- e) Parents and carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.