

	<h2>South Bersted CE Primary Pupil Premium Policy</h2>
<b>Web and/or Internal</b>	<b>Web &amp; Internal</b>
<b>This policy should be reviewed every</b>	<b>Every three years</b>
<b>Policy approved by Governors</b>	<b>Spring 2023</b>
<b>Date of Review</b>	<b>Spring 2026</b>
<b>Member of staff responsible</b>	<b>Business Manager</b>
<b>Policy created by</b>	<b>SBS Policy</b>
<b>Signed by Chair of Governors and/or Headteacher</b>	

### 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. We also acknowledge that pupil premium funding can be used to support non pupil premium children who are additionally vulnerable (Pupil premium is not a personal budget for individual pupils, and schools are not required to spend all of their allocated grant on eligible pupils Use of Pupil Premium.gov 2021) Our policy, objectives and aims based on the structures recommended by the Government in the document 'Use of Pupil Premium 2022' and is based on EEF research, evidence and recommendations.

## OBJECTIVES

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Government documentation published in 2022 suggests a 3 part menu (3 tier approach) for the use of pupil premium:

1. high-quality teaching, such as staff professional development
2. targeted academic support, such as tutoring
3. wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour, and social and emotional support

The Education Endowment Foundation (EEF) recommends that schools particularly focus their pupil premium on supporting high-quality teaching. This includes CPD for staff as necessary.

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

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Since 2021-2022, the school has moved to a 3 year plan for pupil premium, in line with Government recommendations and strategies are based on EEF documentation (Guide to Using Pupil Premium Effectively and the EEF Toolkit). This plan includes budget allocations for each of the three tiers.

Diagnostic assessment is used when developing outcomes, analysing barriers and developing actions. This includes both academic data and non-academic data, for example: looking at the mental health needs of children, additional family vulnerabilities, attendance as well as looking at our wider school contextual data.

The plan will be supported by evidenced based research and strategies will be evaluated and amended by the pupil premium lead in both pupil progress meetings and at the end of each school term.

A selected number of children will be tracked through the school year through a case study approach to evaluate the effectiveness of approaches and celebrate any success.

Pupil's data will be analysed termly in line with the school assessment policy and the pupil premium and non-pupil premium gap will be analysed, the aim being to diminish the difference. Non-academic evidence will also be gathered where appropriate to ensure the effectiveness of wider strategies used to support children in line with Maslow's Hierarchy of Needs.

Data is shared with governors and the pupil premium lead will report to the governors of the effectiveness of the strategy plan termly.

The school will ensure the strategy plan is reviewed and updated yearly and published on the school website by 31<sup>st</sup> December in line with statutory obligations.

## OUTCOMES:

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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 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.