



Kells Lane Primary School

Pupil Premium Policy

Adopted: September 2018
Next review: July 2020

Reviewed:

Rationale

Kells Lane Primary School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, religion, disability and background. We have high aspirations and ambitions for our children and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve, compared to their non-deprived peers. The premium is provided to enable these pupils to be supported, to reach their potential. The government has used pupils entitled to free school meals (FSM), looked after children (LAC) and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period.

Context

When making decisions about using pupil premium funding, it is important to consider the context of our school and the barriers to learning. The challenges are varied and there is no 'one size fits all'.

We will provide a culture where:

- staff believe in ALL children
- there are 'no excuses' made for underperformance
- staff support children to develop

We will ensure that data is analysed so that everyone is fully aware of strengths and weaknesses across the school.

We will ensure that:

- ALL teaching staff and support staff are involved in the identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are

- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for all children to make progress in their learning

We will continue to ensure that **all** children across the school receive at least good teaching, with a majority of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and feedback
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through moderation

We will maximise the time children have to 'catch up' through:

- Monitoring attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Providing intervention based upon the needs of the individual children

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Working with other agencies to bring in additional expertise

We will ensure that:

- A wide range of data is used – progress data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Progress data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Regular feedback about progress is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

It will be the responsibility of the Head teacher or a designated member of staff, to produce reports for the Governing Body on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting



- An evaluation of cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The Governors of the school will ensure that there is an annual statement on the school website to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Signed by:
