

	<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 2017
Date of Review	Spring 2020
Member of staff responsible	Business Manager
Policy created by	SBS Policy
Signed by Chair of Governors and/or Headteacher	

OVERVIEW:

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 calculated by the number of children at the school entitled to a Free School Meal (FSM) in addition to the number of ‘Children Looked After’ Children (CLA), who attend the school, calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This ‘service premium’ is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and at South Bersted CE Primary School, it 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.

OBJECTIVES

The Pupil Premium will be used:

- to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- to provide educational support 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 the additional funding reaches the pupils who need it most and that it makes 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 assess what additional provision should be made for the individual pupils over the current year;
- 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 to the Governing Body and parents on how effective the intervention has been in achieving its aims;
- The school will publish online information about how we have used the Premium and its impact;
- We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils;
- We 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;
- We will monitor, evaluate and review the success of the impact of the pupil premium funding.

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 and grade boundaries will be monitored by class teachers and interventions 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 possible difficulties.
- 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.