



Downs Infant School Pupil Premium Policy

To be read in conjunction with our Pupil Premium Strategy and Reports

At Downs Infant School we strive for achievement for all of our pupils. Our pastoral care and rigorous monitoring and tracking of all pupils helps us to identify any pupils who are at risk of not making sufficient progress and have helped us to plan and implement effective intervention strategies.

The DFE has given us the freedom to use the pupil premium as we see fit, based upon our knowledge of our pupil's 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 the responsibility"

However, we are accountable for the use of this additional funding.

The 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 adopted from local authority care, looked after continuously for more than one day and the children of service personnel.

Purpose of the Pupil Premium Policy

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 may exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website.

In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

How we will make decisions regarding the use of the Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Work proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to Pupil Premium eligibility.
- Recognise the vital role that families play in the lives of their children.
- Be mindful of the fact that eligibility for the Pupil Premium does not equate with pupils being considered to be 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by school and governing body.
- Recognise the fact that pupils eligible for the Pupil Premium are not a homogeneous group and may have a wide range of needs.
- Recognise the fact that not all pupils who are economically or socially disadvantaged are registered or qualify for the Pupil Premium. We reserve the right to allocate the Pupil Premium Funding to include pupils the school has legitimately identified as being economically or socially disadvantaged.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Work in an Attachment Friendly way that recognises the impact of Early Developmental Trauma of Loss.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium , are also included in key documents such as our school improvement and development plan, self – evaluation review, the school prospectus, school web site and newsletters.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head and Senior Leadership Team

The Head teacher and Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance appraisal arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in a report for Governors:

- The progress made towards narrowing the gap for disadvantaged pupils
- An outline of the provision that has been made since the last report.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The School Business Manager will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstances with 'low ability'.
 - Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
 - Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
 - Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
 - Keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement and engage with their own action research.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The Chair of Governors is responsible for ensuring the implementation of this policy.

Our governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

MONITORING AND REVIEWING THE POLICY

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration any increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.