



Rye Community Primary School Policy

Policy Title:	Pupil Premium Policy
Responsibility:	Assistant Headteacher: Inclusion and SENCO
Review Body:	Headteacher
Date:	March 2022
Review:	March 2023

Introduction

This policy incorporates the aims and values of Rye Community Primary School (the Academy) being that every child is unique and deserves to reach their potential through the provision of suitable education. We are committed to addressing and overcoming socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The Government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Academy recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is the Academy's policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. This policy is not used to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

The Aquinas Church of England Education Trust (the Trust) recognises its responsibility to ensure that the Academy fulfils its statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment. This responsibility is delegated to the Headteacher (where appropriate references to Headteacher shall include Executive Headteacher) of the Academy. The Trust monitors the use of the pupil premium funding.

The Academy processes personal data in order to fulfil its responsibilities and does so in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and Data Protection Act 2018 (DPA). The Academy complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The [Trust/ academy] safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.



Statutory Framework

Pupil Premium has been allocated to the Academy and is clearly identifiable in the budget. The Academy decides how the pupil premium is spent and is accountable for how the funding has been used to support pupils from low-income families.

Additional funding is received for pupils in receipt of FSM, for pupils in care, who have been continuously looked after for six months and those adopted from care and children of service personnel.

Aims

The targeted and strategic use of pupil premium funding will support the Academy in achieving its aim of helping all pupils achieve their full potential. To do this, the academy will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. The Academy will:

- Provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy supported by use of pupil premium funding; closing the attainment gap between our disadvantaged pupils and their peers and accelerating their progress.
- Work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life; assessing and addressing their needs.
- Work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.
- Ensure the Academy fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Although the use of Free School Meals (FSM) is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, the Academy recognises that:

- Not all pupils who receive FSM are socially disadvantaged.
- Not all socially disadvantaged pupils are registered for FSM.

Thus, the Academy reserve the right to allocate the pupil premium to support any pupil identified as being disadvantaged, following a needs analysis.

Responsibility

The Executive Headteacher and the Headteacher are jointly responsible for the effective application of pupil premium funding. The day-to-day responsibility for which is delegated to our Pupil Premium Champion, Lisa Nice (Assistant Headteacher: Inclusion and SENCO).



This team will:

- Provide termly pupil premium progress reports for consideration by the SLT.
- Provide appropriate support and guidance for staff when planning pupil premium targets and support.
- Liaise with external partners and agencies, where necessary.
- Monitor quality and impact of intervention alongside the Assistant Headteacher for Teaching & Learning.
- Monitor delegation of funding for pupil premium.
- Provide information on allocation for pupil premium funding via the school website and reports to the Trust.
- Work with designated staff to monitor attendance and evaluate against set targets on the pupil premium plan.
- Ensure teachers identify pupil premium pupils and their needs in order to ensure that they achieve expected progress.
- Ensure there is shared dialogue with parents and pupils to analyse and discuss needs.
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium.
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support.
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage.
- Liaise with external partners and agencies, where appropriate.
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum.

Provision at the Academy

The Academy will look at the individual needs of each pupil in receipt of pupil premium funding and identify his/her barriers to learning whilst recognising and building on their strengths. There will be regular communication between staff to ensure that these pupils are identified and the necessary support and differentiation is put in place. The Academy will engage with parents to provide extensive support for them to develop their own skills in order support their children's learning.

Common Barriers to Learning

Research suggests that the common barriers to success can be:

- A dual need i.e. a special educational need – either educational, social and emotional or physical disability alongside a pupil premium profile.
- Weaker language and communication skills.
- Lack of confidence.
- Behaviour difficulties.
- Attendance and punctuality issues.
- A reduced capacity to access enrichment activities / experiences.
- Lower aspirations for educational attainment, further and higher and education and careers.



- Lower parental engagement including with wider school life.
- Poorer healthy lifestyle choices – less physical activity, poorer knowledge of healthy eating etc.

It is important to recognise that these indicators are not limited to learners with a pupil premium status and may not be applicable to every family.

Given these barriers, range of provision the Academy may consider making for this group may include:

- **Achievement and standards:** There is a collective responsibility for closing the attainment gap through the use of termly pupil progress meetings and raising the profile of pupil premium learners within staff training/through focused professional dialogue.
- **Learning support:** Access to Quality First Teaching as an entitlement to all learners, targeted adult support within class to resolve a learning misconception, additional opportunities to read with an adult or develop maths fluency, extra phonics teaching opportunities, access to a targeted learning intervention, support from the Inclusion Team to identify an additional need(s) and implement a plan, do and review and cycle of support.
- **Pastoral support:** The Academy will take steps to raise self-esteem, extend the personal skill set and support pupils in receipt of pupil premium to make appropriate choices in order to maximise learning opportunities; This is achieved through personalised provision provided by the Family Liaison Officer and the Assistant SENCO to increase parental/pupil engagement, promote positive mental health outcomes through nurture provision/Lego Therapy, the development of social skills and emotional resilience.
- **Extra-curricular and enrichment provision:** This may include: priority access to a pastoral based in school intervention, priority access to an enrichment activity or a costed provision like a block of ISEND support. As part of Aspirations Week, enrichment days are commissioned including visitors to school and access to Mallydams enrichment project. Trips, Holiday club and Afterschool club subsidised where needed for pupil premium learners (the delivery of this is dependent upon the capacity to meet an acceptable level of risk and the implementation of robust safety planning).
- **Links with parents:** The Academy will take steps to develop parental engagement and raise aspirations; This may include: access to personalised home learning Packs, the use of high-quality remote education opportunities, increased communication with parents through the use of class dojo messaging and joint action planning with parents through the implementation of an Early Help Plan and targeted support from the Family Liaison Officer.
- **External services:** The Academy may use pupil premium funding to buy in additional psychological and welfare services to support pupils in receipt of pupil premium and their families.

Measuring and Reporting

The Academy will evaluate the impact on each pupil at the end of each term. Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. It will consider:



- Progress made towards narrowing the gap by year group for pupil premium pupils (and compare this with the national average where data is available).
- An outline of the provision that was made during the term.
- An evaluation of the effectiveness in terms of the progress made by pupil premium pupils.

The Academy will issue an annual statement online to parents on how the pupil premium funding has been used to address the issue of closing the gap for disadvantaged pupils.

Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring pupils;
- The majority of pupil premium children meeting their individual targets;
- Developing confident and independent learners;
- Parents that are engaged and involved in their children's learning.

The evaluation will be considered by the Headteacher and reported to the Trustees as part of the report provided to the Education Scrutiny Committee by the member of staff responsible for Inclusion and SEND.

Reviewing

This policy will be reviewed on an annual basis.

February 2019 BBL

March 2021 BBL

March 2022 BBL

July 2022 KMa

EQUALITIES

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the Trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and Trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the Trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.



DATA PROTECTION

Rye Community Primary School [The Academy] processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All colleagues are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.