



# Pupil Premium Policy

	Name		Signature	Date
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Checked and Reviewed by:	Governing Body			
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This policy, having been presented to, and agreed upon by the whole staff and Governors, will be distributed to:

- All teaching staff
- School governors

A copy of the policy will also be available in:

- The staffroom
- The Head's office
- School web site

This will ensure that the policy is readily available to visiting teachers, support staff and parents. Rattlesden Primary is totally committed to social justice and improving life chances for potentially vulnerable children. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach.

At Rattlesden School, we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of race, gender and religion, with Equal Opportunities for all.

### Background

The pupil premium is a government initiative that targets extra money at disadvantaged pupils, in order to improve education outcomes. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential and often, they do not perform as well as other pupils. The premium is provided to enable these pupils to be supported to reach their potential and have experiences and opportunities to support this.

The Government has used pupils entitled to free school meals (FSM), children in care (CiC) and service children as indicators of disadvantage, 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At Rattlesden Primary School, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the difference' regarding attainment.

### Context

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and

attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all"

### Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

### Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers staff support children to develop growth mind-sets towards learning

### Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as that completed by the Education Endowment Foundation) to support us in determining the strategies that will be most effective

### Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and 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
- Children's individual needs are considered carefully so that we provide tailored support in order to accelerate progress and overcome barriers to learning

### Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our leaders to:

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

- Increasing learning time of basic skills

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

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended opportunities for learning
- Booster groups and small group learning
- Enrichment opportunities for life-long learning

### Individualising support

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 support staff and class teachers communicate regularly
- Providing high quality interventions
- Working with other agencies to bring in additional expertise.
- Providing support for parents to develop their own skills to support their children's learning within the curriculum
- To manage and support in times of crisis
- Tailoring interventions to the individual needs of the child
- Recognising and building on children's strengths and achievements to further boost confidence
- Going the Extra Mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

### Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice. Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- We regularly evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The Headteacher maintains an overview of pupil premium spending
- Claire Firth is the governor given responsibility for pupil premium

## Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data
- Use of research
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- An overview of spending
- Total PPG (pupil premium grant) received Total PPG spent
- Total PPG remaining
- A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of diminishing the difference for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education

## Most Able Pupils

Rattlesden Primary School is committed to ensuring that all children are fully challenged and achieve their potential through quality first teaching. Due to the allocation of additional funding and the accountability this brings, the school will ensure that disadvantaged most able pupils are provided with opportunities to not only access and embrace the curriculum, but to experience learning and life skills that will develop their whole being as a child. Experiences can include additional sports, music, Arts or simply new experiences that may not be available to help them because of their circumstances. Our aim is to help our children nurture existing talents and help them identify new ones. These opportunities can be provided in and/or outside of school hours.