Rudgwick Primary School

Pupil Premium Policy

June 2021-2022

Our vision: Rudgwick Primary School aims to be a community where everyone is **inspired** by a love for learning, is supported and encouraged to **believe** in themselves and is enabled to **achieve** success.

Review by: Staff and Finance Committee
Approve by: Staff and Finance Committee
Date for review: 01/06/2022
Review frequency: Annual

Date: **Name:** **Signature:**

Principles

Every child with his/her individual needs and gifts is unique and special.
All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be disadvantaged is valued, respected and entitled to achieve his/her potential, irrespective of need.

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers.

The Government has used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'diminish the difference'.

Provision

The Governing Body of Rudgwick Primary School will ensure that provision is made which secures teaching and learning opportunities that meet the needs of the individual pupil. Our priority with regard to Pupil Premium is to focus on 'diminishing the difference' for those pupils not on track to achieve expectations at the end of EYFS, KS1 and KS2 and are identified as disadvantaged pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring.

In making provision for disadvantaged pupils, the Governors of the school recognise that not all pupils who receive Free School Meals will be disadvantaged.

The Governors also recognise that not all pupils who are disadvantaged are registered or qualify for Free School Meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils that the school has legitimately identified as being disadvantaged.

The range of provision

- Facilitate pupils' access to education
- Facilitate pupils access to the curriculum
- Additional teaching and learning opportunities

The SENCO and Headteacher will maintain an ongoing programme of support for disadvantaged pupils, which will be subject to the oversight of the Full Governing Body.

Reporting

It will be the responsibility of the Headteacher to report to the Governors in relation to Pupil Premium:

- The progress made towards diminishing the difference, by anonymous individuals and groups
- An outline of the provision that was made during the term since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision
- The school has a responsibility to report to parents on how Pupil Premium is spent. This information will be available on the school website.

Success criteria

The evaluation of this policy is based on how quickly the school can 'diminishing the difference' between disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for disadvantaged children
- The vast majority of disadvantaged children will meet their individual targets
- Effective parental involvement of identified pupils
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole school approach
- Creation of a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.