

Seaford Primary School Pupil Premium Policy

Other policies linked to this policy: Inclusion policy, Equalities policy

Principles

At Seaford Primary School, all members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social, moral, cultural and academic needs within a caring environment. This is an essential principle of the education of every child at this school. All children in our care are valued, respected and entitled to develop to their full potential, irrespective of need.

This policy gives specific guidance for those possibly more vulnerable children who are entitled to free school meals (or have been entitled in the past 6 years), those who are 'looked after' and those whose parents serve in the forces.

Background

The Pupil Premium is a Government initiative that provides extra money in the school budget for the education of FSM children, 'forces' children, CLA and adopted children. Research has shown that these children may be vulnerable to underachievement when compared to their peers. The premium (a fixed amount per vulnerable child) is provided in order for schools to focus on further supporting these pupils in reaching their educational potential and in order to 'narrow the gap' between their achievement and that of their peers.

Schools can decide how to spend this money, but need to employ strategies that will support those pupils to increase their achievement and attainment. Schools are accountable for narrowing the gap, and school performance tables include measures that show the attainment and achievement of pupils (Disadvantaged pupils) who receive the pupil premium compared with their peers.

Provision

In order to meet the above requirements, senior leaders and the Governing Body of Seaford Primary will monitor the provision for and progress of those vulnerable pupils and ensure that their needs are met. This will be especially focused on 'narrowing the gap' for those pupils who are not on track to achieve the required standard at the end of Key Stage 2. Please see the School Improvement Plan and Pupil Premium Action Plan for focused areas. The school is also focusing on engaging parents in partnership in order to enhance learning.

In making provision for vulnerable pupils, the Governors and staff of the school recognise that not all pupils entitled to the Pupil Premium will be socially disadvantaged.

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

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The range of provision

The school has identified the following areas, in particular, for monitoring and provision focus (The list is not exhaustive):

- Literacy and Maths progress
- Attendance
- Enrichment
- Pastoral and Welfare
- Parental Engagement

The Deputy Headteacher leads the initiative, supported by SLT, teachers and Support staff (please see the Pupil Premium Action Plan for more details). An ongoing programme of support for vulnerable pupils will be maintained, monitored and approved by governors.

Reporting

It is the responsibility of the Headteacher to report to the governors regarding:

- Ongoing provision
- The progress of vulnerable pupils
- Value for money – use of Pupil Premium funds – impact on progress

The Governors will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap'. This task will be carried out following guidance given by ESCC and the Department for Education.

Success Criteria

The evaluation of success will be based on how effectively the school can 'narrow the gap' then 'close the gap' in attainment between those vulnerable pupils and their peers. Overall targets will be identified and evaluated annually. The vast majority of vulnerable children will meet their individual targets

The school will use the following focuses to ensure accelerated progress for vulnerable pupils:

- Quality first teaching
- Effective parental support
- Effective Pastoral and Welfare support (including development of social and emotional skills)
- Effective tracking of pupil progress and provision of interventions where needed
- Early intervention (focus on language skills)
- Quality enrichment opportunities
- Good attendance

Date of policy review: March 2017

Next review: March 2019