



Pupil Premium Policy

Core Values

Readiness

Resilience

Respect

School Values

Independence

Ambition

Compassion

Co-operation

Initiative

Enjoyment

Responsibility

Confidence

Celebration

Kindness

Honesty

Individuality

Approved: Spring 2024

Review: Spring 2026

Introduction

It is the aim of the policy to outline how we will ensure that the pupil premium allocated to us has an impact on narrowing the attainment gaps which currently 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 use this additional resource to narrow the achievement gaps of our pupils.

Statutory requirements

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material and emotional deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education' low levels of cultural and social capital and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced in 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which at the time of approval of this policy, is anticipated to rise year on year, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months and for children of service personnel.

The Department for Education has stated that 'schools are free to spend the pupil premium as they see fit'. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- The performance tables which show the performance of disadvantaged pupils compared with their peers;
- The Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium; and

- The annual reports for parents that schools are required to publish online.

Rationale

Kender is a culturally rich and fully inclusive community school committed to providing high standards of learning for all children in an inspirational, stimulating and supportive environment. We believe that all children, including the most severely disadvantaged and the highly gifted, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that each child is a unique individual and should receive both challenge and support designed to meet their needs.

Our Vision and Values

Each child's self esteem is fostered by positive relationships with peers and staff, allowing children to develop their full potential academically, socially and physically.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Our strategic aims and objectives

Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.

Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or register for FSM. We therefore focus on the needs and levels of progress of all pupils. We reserve the right to allocate pupil premium to support any pupil or groups of pupils the school recognises as being socially disadvantaged to enhance their future educational aspiration and achievements. We understand that the challenges facing our children are complex and varied and our response will be tailored.

All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.

Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.

In providing support we will not isolate pupils socially. It is therefore likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

In making decisions on the use of the Pupil Premium, we will be transparent in our reporting of how we have used it, so that our parents, school community and Ofsted are fully aware of how this additional resource has been used to make a difference.

We will encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner. We will work to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognize the vital role that parents and carers play in the lives of their children.

Our practice

We expect all members of our school community to be committed to raising standards and narrowing the attainment gaps for our children.

Headteacher and Senior Leadership Team

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

It is the responsibility of the Headteacher to include the following information in the annual report for Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils;
- An outline of the provision that has been made since the last annual report; and
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving particular provision when compared with other forms of support.

The Inclusion Team, led by the Deputy Headteacher will produce targets for narrowing the gap over three years and matched to the SIP.

The Deputy Headteacher will produce termly reports for the Headteacher showing the progress made by socially disadvantaged pupils and projections for each academic year.

The Inclusion Team, led by the Deputy Headteacher, will have day to day responsibility for co-ordinating the implementation of this policy and monitoring and evaluating outcomes. They have expert and informed knowledge of evidence based research and know how to customise this research to fit the needs of our pupils and school context.

The lead for Diversity will analyse outcomes through the lens of diversity, reporting to SLT and to governors on an annual basis. The Inclusion team will use this analysis to inform their practice.

Teaching and support staff

All staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'; and
- Promote an inclusive and collaborative ethos which enables pupils from disadvantaged backgrounds to thrive.

All teaching staff:

- Will 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; and
- Will support disadvantaged groups of pupils in their classes through differentiated planning and teaching, especially for those who find aspects of learning difficult and who are in danger of falling behind;
- Are expected to have an indepth knowledge of all the pupils they teach and support, especially pupils with disability and/or special needs and those who qualify for additional funding through the Pupil Premium grant; and
- Will give pupils clear feedback that helps them to improve their work.

Governing body

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

The governing body will approve the overall strategy for deploying Pupil Premium funding prepared by the Headteacher and presented in the SIP.

The governing body will hold the Headteacher and the SLT to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.

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.

Our monitoring, evaluation and reporting

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria:

- *Short term*
 - The school will have an effective strategy for supporting Pupil Premium pupils and there will be strong commitment to this strategy by all stakeholders; and
 - Resources will be been purchased and appointments made so that the actions in the SIP are being implemented.
- *Medium term*
 - As a result of an effective CPD programme, the skills and expertise of all staff are being enhanced;
 - Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster results for all pupils; and
 - Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets
- *Long term*

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from Pupil Premium funding and their peers:

 - The progress gap – socially disadvantaged pupils will make accelerated progress in comparison with other pupils; and
 - The attainment gap – accelerated progress will result in closing the gap in grades/levels.

Links to other curriculum areas

Teaching and Learning Policy
SEN Policy
Equal Opportunities Policy

Access to this policy document

This policy is available via the school office, is available on the school website or on request.