



PUPIL PREMIUM

Policy & Procedure No.

FP01

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Reference to

FP02 Year 7 Literacy & Numeracy Catch-Up Premium
OP05 Looked After Children

1. Eligibility for Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

At Seadown School we currently have a number of students that are eligible for pupil premium allocation as well as a small percentage of Looked After Children.

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which exist between pupils from less advantaged socio- economic backgrounds and their peers.

2. Aims

- At Seadown School we aim to ensure that every pupil is able to make good progress.
- To promote a culture of high expectations and aspirations for pupils in receipt of the Pupil Premium Allocation, FSM and Looked After Children focussing on 'how pupils could do better if...'
- We will strive to ensure that every pupil is excited about learning and is determined to succeed.
- We will equip our pupils with confidence, and nurture self-esteem and resilience.
- We will develop skills, knowledge and attributes to help our pupils contribute to society including creativity, critical thinking, problem solving and decision making.

3. Principles

We will ensure that:

- Teaching and learning opportunities meet the needs of all pupils.
- All focussed interventions are aimed at vulnerable pupils and that Pupil Premium pupils are given priority to certain aspects of the intervention and therapy provision.
- Appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all Children Looked After and pupils who are eligible for FSM (or have been eligible in the last 6 years) are socially disadvantaged.
- Pupils who are eligible for FSM are not equated with being considered to be of 'low ability' because of their social circumstances.
- We recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs including in our school pupils with a wide range of special education needs and disabilities (SEND) and English as an additional language (EAL).
- Pupil Premium funding will be allocated following a need analysis which will identify priority classes, groups or individuals.

4. Provision

When making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research such as the Education Endowment Foundation (EEF) Teaching and Learning toolkit on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils receiving Pupil Premium funding.

High quality teaching and learning will be used as the preferred way to narrow the gaps in attainment in the first instance.

During the academic year we plan to spend our Pupil Premium funding on:

- 1:1/ small group high quality intervention programme to support reading and writing led by the Pupil Premium Learning Support Assistant (LSA)
- 1:1/ small group high quality intervention programme to support maths led by the Pupil Premium Learning Support Assistant.
- Using TA's for focussed in class support.
- Nurture groups/ 1:1 nurture support.
- Access to therapeutic interventions i.e. anger management; :11, counselling, bereavement support, sensory support.
- Technology with suitable learning software to motivate, support and develop learning.
- Enrichment equipment, activities, trips and visits that benefit the social, emotional and academic development of pupils.

5. Reporting

It will be the responsibility for the Pastoral Lead in conjunction with the Deputy and Head teacher to produce regular reports and share all information on Pupil Premium with the Governors on:

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

The Governing Body of the school will ensure that there is an annual statement on how the Pupil Premium Grant has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils.

This statement will be available on demand and will include the amount of the schools allocation from the PP grant in respect of the current academic year, details of how we plan to spend the funding, details of how the previous academic years allocation was spent, and the effect of this expenditure on the attainment and progress of pupils.

When reporting on the use of Pupil Premium we will ask ourselves the following questions:

- What is the school’s pupil progress tracking information telling us about any differences in progress and attainments between PP and non PP pupils?
- How effective are the interventions the school is putting in place to narrow attainment gaps between PP and non PP pupils?

We will evaluate quantitative data (on progress and attainment) and qualitative data (case studies, views) as evidence of impact.

6. Responsibility for Implementing the Policy

The Headteacher is responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil’s progress and attainment. Through Performance Management arrangements and Pupil Progress meetings, they will make sure narrowing the gaps is a priority area of focus for the school.

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

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with ‘low ability.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

END

POSITION	Headteacher	NAME		SIGNATURE		DATE	
POSITION	Governor	NAME		SIGNATURE		DATE	
POSITION		NAME		SIGNATURE		DATE	