



PUPIL PREMIUM POLICY

Status: Mandatory

SCHOOL AIMS:

- Early identification of those pupils at risk of falling behind due to social disadvantage.
- Provide provision to ensure that the teaching and learning needs of all pupils is met.
- Senior leaders to work with governors to oversee provision and monitor impact of funding.

Staff look forward to working in partnership with parents and children to maximise their potential – intellectually, personally, socially, physically, morally and spiritually.

SAFE – HAPPY – SUCCESSFUL

Our Mission Statement

All pupils are given every opportunity to develop to their full potential, intellectually, spiritually, emotionally, morally, socially and physically. Every pupil is given equal opportunities, regardless of gender, nationality, race, ethnic origin, religious belief or disability; to share and to achieve is to succeed and make a positive contribution to their community and society. We provide a broad and balanced curriculum, which includes the Foundation Stage, the National Curriculum and Religious Education; all of the curriculum will be relevant and differentiated according to the needs of each pupil in the school. Parents are kept fully informed of their child's progress and are given opportunities and sufficient time to discuss issues regarding their child. We endeavour to work in partnership with parents at all times. We consider their opinion and value their help and support. All children are made aware from entry in Foundation Stage and throughout their time at school how to be a Horsted Learner. We all strive to

- Think for ourselves
- Want to know more
- Never give up
- Always listen
- Support others
- Think hard. Work hard
- Have fun learning.

Each child is seen as an individual and is encouraged to develop at his/her own rate to achieve the highest possible potential through planned and differentiated learning.

Principles

Every child, whether socially or personally disadvantaged, has the right to at least a good or better standard of education and to make progress to the absolute best of their individual ability.

All members of staff, governors and teaching assistants:

- Accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- Are committed to creating a happy, relaxed, safe and purposeful atmosphere in which each child and adult can develop personally, socially and morally: where positive and co-operative relationships, tolerance, understanding and respect for all people are inherent.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full 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 premium is provided in order to support these pupils in reaching their potential.

The Government have 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. This fixed amount of money will increase every year of the course of this current Parliament. At Horsted School we use the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

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 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

Provision

In order to meet the above requirements, the Governing Body of Horsted School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priorities will be focussing on 'diminishing the difference' for those pupils not on track to achieve at least age appropriate progress by the end of key stages 1 and 2.

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 socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress monitoring.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged and that some who do not receive it, will be socially disadvantaged.

The school will not confuse eligibility for the Pupil Premium with low ability, and will remain focused on supporting disadvantaged pupils to achieve the highest levels.

The Governors also recognise that not all pupils who are socially 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 groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision

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

An extensive list of provision can be located in **Appendix 1**: Pupil Premium Grant report.

The Deputy Head, SENCO and class teachers, in conjunction with the Headteacher, will maintain an on-going programme of support for socially disadvantaged pupils, which will be subject to monitoring by the Governors' Curriculum and Personnel Committee.

Reporting

It will be the responsibility of the Head Teacher to produce a termly report for the Governor's committee on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- 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, when compared with other forms of support.

It will be the responsibility of the main Governing body to ensure and outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the school's Governors on a termly basis.

The governing body will consider the information provided from the Curriculum and Finance Committees in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with how funding is distributed.

Success Criteria

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

The success criteria for the Pupil Premium Policy are:

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

Created by Sarah Steer

Initially ratified by Horsted School Governing Body July 2014

Signed.....Mr M Payne (Chair of Governing Body)

Date: January 2020

Date of Review: January 2021