



# RUDGWICK PRIMARY SCHOOL

## Pupil Premium Policy

Inspire - Believe - Achieve



### Our Mission:

At Rudgwick Primary School, our mission is to provide a happy, fun, safe place, where kindness shines through and where:

- Excellent teaching and a wide range of experiences **inspires** a love for learning and a curious mind;
- Everyone is valued and respected and feel that they belong;
- Individual strengths and talents are nurtured and celebrated and children **believe** in themselves and, through strong friendships, each other;
- A growth mind set is encouraged, mistakes are seen as learning opportunities and confident, resilient learners grow;
- Children are successful learners who, through both independence and collaboration, can make progress and **achieve** to their full potential.

**Created:** March 2023

**Review by:** Inclusion Lead

**Date for review:** June 2024

**Approval by:** Staff and Finance

## Aims

Rudgwick Primary School aspires to be an inclusive school which 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.

At Rudgwick Primary School, our children are at the heart of everything we do. We want to involve, inspire and engage each unique child so that they become curious, motivated and independent learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We want our children to be happy and healthy citizens who value the responsibility to protect their environment (locally and globally) and celebrate the diverse nature of the modern world.

When our children leave us, we want them to have a sense of pride in who they are, a thirst for learning, and the resilience, skills and creativity needed to enable them to thrive in their next stage of education and beyond.

We achieve this through:

- Providing a broad and balanced curriculum.
- Utilising our extensive grounds and local resources.
- Enabling every child to be included.
- Ensuring our school values; Inspire, Believe, Achieve underpin every aspect of school life.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

At Rudgwick Primary School the provision for pupil premium & disadvantaged children is an integral part of our school ethos based on the belief that every child is valued as an individual and we work hard to remove perceived stigmas. 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**

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

School leaders are best placed to assess pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils. The inclusion leader oversees the pupil premium strategy plan.

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

- High-quality teaching, such as staff professional development.
- Targeted academic support, such as tutoring.
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The Education Endowment Foundation (EEF) recommend that schools particularly focus their pupil premium on supporting high-quality teaching.

### **Funding paid to local authorities for looked-after children**

Virtual School Heads are responsible for managing the funding given to local authorities for the children in their care. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans.

### **Academically able pupils**

Pupil premium funding is not allocated based on academic ability. Schools and local authorities will receive funding based on all of the children who are eligible.

Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus as less academically able pupils.

### **Accountability**

Schools must show how they're using their pupil premium funding:

- by publishing a statement on their website about how they use their funding and the impact it has on the attainment of disadvantaged pupils
- through inspections by Ofsted
- through published performance tables

### **Legislation and guidance**

This policy is based on the [pupil premium conditions of grant guidance \(2021-2022\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

This policy refers to the DfE's information on [what maintained schools must publish online](#). We aim to update the online strategy statement by the end of the autumn term each year to reflect our plans for the academic year after assessing the needs of our pupils, both new and existing.

For the current academic year, we include:

- our school's pupil premium grant allocation amount
- a summary of the main barriers to educational achievement faced by eligible pupils at the school
- how we will spend the pupil premium to overcome those barriers and the reasons for that approach
- how we will measure the effect of the pupil premium
- the date of the next review of the school's pupil premium strategy

For the previous academic year, we include:

- how we spent the pupil premium allocation
- the effect of the expenditure on pupils

### **Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

## **Provision**

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure that teaching and learning opportunities meet the needs of all our children.
- ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- recognise that not all children who receive free school meals will be socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our spending strategy is informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#), in school data, Ofsted reports, West Sussex PP review and our knowledge of the children and their families.

Rudgwick Primary School is a one form entry village school with a catchment based upon the village of Rudgwick area. We have less than West Sussex and national averages of pupil premium children. The main challenges or barriers for our children are identified on the pupil premium strategy as every child is different in their needs.

We concentrate on the core areas of English and mathematics to break down the main barriers to accessing the full curriculum ensuring they have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later.

Mastering early reading is a key priority for the school as it is the key to learning. We have a rigorous phonics scheme which identifies gaps early, our phonics tutor picks up children in year 1 to support phonics retention.

We want our children to identify and follow their interests and strengths so aim to offer wider experiences through trips, woodland learning and clubs. We are able to fund and subsidise these opportunities from the pupil premium grant.

We engage with parents to take their views on the needs of their child into account.

Some examples of how we may use the grant include, but are not limited to:

- Providing extra one-to-one or small-group support
- Employing extra teaching assistants
- Running catch-up sessions
- Funding educational trips and visits
- Funding after school clubs
- Providing uniform and equipment
- Funding Emotional Literacy Support Assistant sessions
- Early intervention and support for disadvantaged children
- ELSA support for mental health
- Creating a bespoke RSHE curriculum based upon the development of the whole child
- A member of staff who monitors attendance daily
- 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.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

Our pupil premium strategy is available here:  
[https://www.rudgwick.w-sussex.sch.uk/files/ugd/76f348\\_b7c8b1181b924f18be839f893676ac5b.pdf](https://www.rudgwick.w-sussex.sch.uk/files/ugd/76f348_b7c8b1181b924f18be839f893676ac5b.pdf)

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.

Governors are thoroughly involved in the decision making and evaluation process- named governor (Fairley Allan) nominated to have an oversight of the Pupil Premium. A regular standing item at the FGB meetings.

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 Inclusion Lead 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.

### **Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in the school.

Eligible pupils fall into the categories explained below.

#### Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

#### Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

#### Post-looked after children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

#### Ever 6 service children

Pupils recorded in the most recent October census:

With a parent serving in the regular armed forces

Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census.

In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

### **Roles and responsibilities**



## **Headteacher and inclusion leader**

The headteacher and inclusion leader are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE

## **Governors**

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

## **Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff.

## **Accountability**

A number of measures have been introduced to secure accountability, including:

- Performance tables that clearly show the attainment of FSM and LAC pupils compared to their peers;
- Increased attention to whether schools are using their Pupil Premium effectively (as part of Ofsted inspections);
- Schools that are identified by Ofsted as requiring improvement, and where disadvantaged pupils do particularly poorly, will be required to work with an outstanding leader of education with a track record of narrowing attainment gaps to draw up new Pupil Premium spending plans. Ofsted will look at these plans when monitoring progress and re-inspecting the school. Schools that do not demonstrate improvement risk being judged 'inadequate';
- Progress on 'narrowing the gap' is monitored by the SLT and reported and discussed with the County Advisor as well as the Governors;
- Schools are required to publish online specific information about the Pupil Premium so that parents/carers and others have access to meaningful and appropriate information (schools have been asked to report by academic year as this is more meaningful for parents. Whilst the grant allocation is made on the basis of financial years, schools plan teaching and other support and conduct assessments over the academic year. The allocation of funding by financial rather than academic year means that schools have to calculate the funding for each academic year. As schools will not know their full funding costs or provisional allocations for the latter half of the academic year, they can report on their known funding up to the end of the financial year and update the published information as the full figures become available).

### **Monitoring arrangements**

This policy will be reviewed yearly by the inclusion leader. At every review, the policy will be shared with the governing board.

### **Links with other policies**

This policy is linked to safeguarding, behaviour.