

Pupil Premium Policy 2018-19

What it is and what we do at Recreation Road Infant School



THE 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. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an sum for qualifying pupils. The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs:

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

RECREATION ROAD INFANT SCHOOL

In 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.
- We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.

We expect all members of staff and governors to be fully committed to raising standards for our children and to operate in a fully inclusive way.

Our Leadership Team will monitor Pupil Premium. Our Pupil Premium Action Plan will make it clear who is overseeing a particular in-school priority. Our Governing Board has an important part to play in implementing this policy. As such a named governor will be directly linked to monitor this policy. Currently our named governor is Flo Harrison.

Our Pupil Premium Action Plan will be updated annually, in the Autumn term each school year. Progress against the plan will be reviewed termly by the Leadership Team and discussed as part of the yearly cycle of Governors' meetings.

At Recreation Road Infant School we aim to ensure that all pupils and their families are included and valued. We work from a values-led ethos where pupils are offered opportunities to have experiences that allow them *to develop healthy and positive attitudes to learning*. Our curriculum enables children to *develop lively and enquiring minds*.

Through the Leadership team, pupils are monitored in terms of both their academic developments and their well-being, personal and social development. This enables us to provide a *safe and nurturing learning environment for all*. Where necessary, additional provision is provided, to support pupils and provide opportunities to develop play, language skills and access to ICT.

Pupils are provided with opportunities to extend and develop their literacy skills through working on specific programmes such as Sound Discovery and also by working in small focus groups. These are led either by training and monitored Teaching Assistants or by experienced members of teaching staff *enabling pupils to benefit from professionally developing staff*.

Projects such as Reading for Pleasure Week supports those families who have not / cannot access the local library and through Book Swaps and donations extends reading materials to those more disadvantaged families.

Our work with families *to promote positive parent-partnership* is very important for our children at this young age. We invest in time and money to provide Family Learning Events such as Breakfast with a Book, Phonics and Maths Workshops.

Our Parent Support Advisor complements this work by working with families on issues such as setting good routines for bed, supporting families through difficult times and offering parenting courses. She also supports the school in addressing issues with attendance.

Alongside meeting academic needs we want our children to gain high self-esteem, independence, take on areas of responsibility and to recognise they have a voice within our school. We fund a Digital Leadership Scheme. This will not only give a wider experience of ICT to those selected but also raise their profile within school, allow them to develop leadership roles, communication skills and extend aspirations. *This enables pupil voice and participation*.