

# **ROE GREEN INFANT SCHOOL**

## **PUPIL PREMIUM POLICY**

### **School Vision:**

We welcome, value and share the cultures, traditions and languages of all our families. We provide consistently high standards of teaching and learning and expect all children to do well. We teach children to be responsible, independent and proud of themselves and to show respect for everyone in our community.

Roe Green Infants is a place for everyone to succeed and thrive with inclusion at its heart.

The targeted and strategic use of pupil premium will support us in achieving our vision.

In the financial year 2021-2022 we received £3,855 of Pupil Premium funding and £3,335 of Recovery premium funding. Total budget for 2022-2023 is £35,190.

### **Aims:**

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

### **Legislation and guidance:**

This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), 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](#).

In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

### **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.

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

- National Tutoring Programme
- Early Intervention
- Meeting individual parents to offer their children additional support in Phonics, Reading, Literacy and Numeracy.
- Providing small group work with an experienced teacher / TA focussed on overcoming gaps in learning.
- Providing an intensive programme of the teaching of phonics.
- Supporting the learning through the use of a range of resources aimed at raising standards.
- Providing pastoral and well-being support for emotional, social and behaviour needs.
- Developing children's confidence and self-esteem through pupil voice.
- Subsiding Educational day visits and other learning resources.
- Subsiding morning and after school clubs
- Support with uniform
- Funding different types of platforms to narrow the gap of learning.

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

Our pupil premium strategy is available here: [www.rgreeninf.brent.sch.uk](http://www.rgreeninf.brent.sch.uk)

### **Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in between reception and year 6.

Eligible pupils fall into the categories explained below.

### **Ever 6 free school meals**

Pupils recorded in the most recent January 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 January 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.

### **Post-looked after children**

Pupils recorded in the most recent January census and alternative provision 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.

Reviewed & changes made March 23

## Ever 6 service children

### Pupils:

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 January census

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

### How we will make decisions regarding the use of Pupil Premium:

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<sup>1</sup> 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 a 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.
- <sup>1</sup>Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit <http://educationendowmentfoundation.org.uk/toolkit/> which is regularly updated & The Institute of Effective Education at University of York, <https://www.york.ac.uk/iee/>, which researches 'what works' in teaching and learning and promotes the use of evidence in education policy and practice. The two Ofsted reports – 'Pupil Premium', 20th September 2012 and September 2015. 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement' [www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement](http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement) are examples of the research

Reviewed & changes made March 23

evidence and case studies of best practice which we use.

## **Roles and Responsibilities:**

### **Headteacher and senior leadership team**

The headteacher and senior leadership team 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
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

### **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

Reviewed & changes made March 23

- 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

**KEY CONTACTS:**

Mrs Jagatinder Sidhu (SENDco)

Mrs Karuna Khan [Chair of the Governing Body]

**MONITORING AND REVIEWING THE POLICY:**

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.<sup>2</sup>

Our annual review will involve staff, pupils, governors and parents and carers.

**DISSEMINATING THE POLICY:**

This Pupil Premium policy along with the details of actions will be published:

- on our website in line the DfE’s requirements on what maintained schools must publish online. (with paper copies available on request in the school office). Our pupil premium strategy is available here: [www.rgreeninf.brent.sch.uk](http://www.rgreeninf.brent.sch.uk)
- in the staff handbook and as part of induction for new staff
- included in the termly newsletters for parents and carers

We will also use other methods and occasions such as parents’ evenings, workshops and assemblies, as appropriate to share information about the Pupil Premium

**APPEALS PROCEDURE:**

Any appeals against this policy can be made through the governor’s complaints procedure.

Signed .....Karuna Khan (Chair)

Reviewed & changes made March 23