

Seaford Primary School Pupil Premium Policy

Seaford Primary School



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Principles

At Seaford Primary School, all members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social, moral, cultural and academic needs within a caring environment. This is an essential principle of the education of every child at this school. All children in our care are valued, respected and entitled to develop to their full potential, irrespective of need.

This policy gives specific guidance for those possibly more vulnerable children who are entitled to free school meals (or have been entitled in the past 6 years), those who are 'looked after' and those whose parents serve in the forces.

Background

The pupil premium grant is additional funding for publicly funded schools in England. It's a school-level grant that gives schools extra resources to help them meet challenges, including those arising from deprivation. It's allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country.

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'). Forces' children, Looked After children (LAC) and adopted children are also eligible for Pupil Premium.

Funding for financial year 2021-2022

In the 2021 to 2022 financial year, we will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

- ✚ £1,345 for pupils in reception to year 6
- ✚ Schools will receive £2,345 for any pupil:
 1. identified in the January 2020 school census or the alternative provision census as having left local authority care as a result of:

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- adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residence order)
2. who has been in local authority care for 1 day or more
 3. recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

The funding for pupils who are looked after by a local authority, and attract the £2,345 rate, is managed by the virtual school head of the local authority that looks after the pupil.

Funding for pupils in year groups reception to year 6 recorded as an Ever 6 service child or in receipt of a child pension from the Ministry of Defence is £310 per pupil.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. 'School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. It is up to school leaders to decide how to spend the pupil premium.'

Additional Funding

In February 2021, the government announced a one-off recovery premium as part of its package of funding to support education recovery.

The recovery premium provides additional funding for state-funded schools in the 2021 to 2022 academic year. Building on the pupil premium, this funding will help our school to deliver evidence-based approaches for supporting disadvantaged pupils.

Our school will receive £145 for each eligible pupil.

Reporting and accountability

Schools are held accountable for the effectiveness of their pupil premium use:

- by publishing a pupil premium statement online
- through inspections
- through published performance tables.

Latest guidance from the DfE requires us to publish a strategy for the school's use of the pupil premium. For the current academic year, we must include:

- our school's pupil premium grant allocation amount

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- 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 must include:

- how we spent the pupil premium allocation
- the effect of the expenditure on eligible and other pupils.

Pupil premium funding is allocated for each financial year, but the information we publish online should refer to the academic year, as this is how our parents understand the school system. We shall publish the above information on our website www.seafordprimary.co.uk. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

From September 2019 schools were encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a 3 year period – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement. This approach helps school leaders to:

- take a longer view of the support the grant will provide
- align their plan with the wider school improvement strategy.

Doing this will give schools greater certainty when planning their:

- expenditure
- recruitment
- teaching practice
- staff development

To measure the effectiveness of our pupil premium approach and spending, we are expected to assess the performance of our disadvantaged pupils compared with the national average for non-disadvantaged pupils.

Purpose of the Pupil Premium Policy

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 currently exist between our disadvantaged pupils and their peers. As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. Performance tables published annually on a national level capture the achievement of disadvantaged pupils covered by the Pupil Premium.

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How we will make decisions regarding the 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 for its intended purpose.
- 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 a homogeneous group and wide range of abilities and 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.

In order to meet Pupil Premium requirements, senior leaders and the Governing Body of Seaford Primary will monitor the provision for and progress of those vulnerable pupils and ensure that their needs are met. This will be especially focused on 'narrowing the gap' for those pupils who are not on track to achieve the required standard at the end of Key Stage 2. The school assessment system (SIMs) will be used to monitor pupil progress and summarise attainment. Children's folders will also be used to gather evidence about the pupils' social, emotional and mental health well-being as well as data linked to attendance.

In making provision for vulnerable pupils, the Governors and staff of the school recognise that not all pupils entitled to the Pupil Premium will be socially disadvantaged. The Governors also recognise that not all vulnerable pupils are registered or qualify for Pupil Premium support. The SLT and 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 vulnerable or socially disadvantaged.

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The range of provision

The school has identified the following areas, in particular, for monitoring and provision focus (The list is not exhaustive):

- Speech and Language development
- Reading, Writing and Maths Progress
- Social and Emotional Wellbeing
- Attendance
- Enrichment

The Deputy Headteacher leads the initiative in conjunction with the Headteacher, supported by SLT, teachers and support staff. An ongoing programme of support for vulnerable pupils will be maintained, monitored and approved by governors.

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;
 - 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 body 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 Body 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 and Deputy 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

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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.

Date of policy review: September 2021

Next review: September 2022