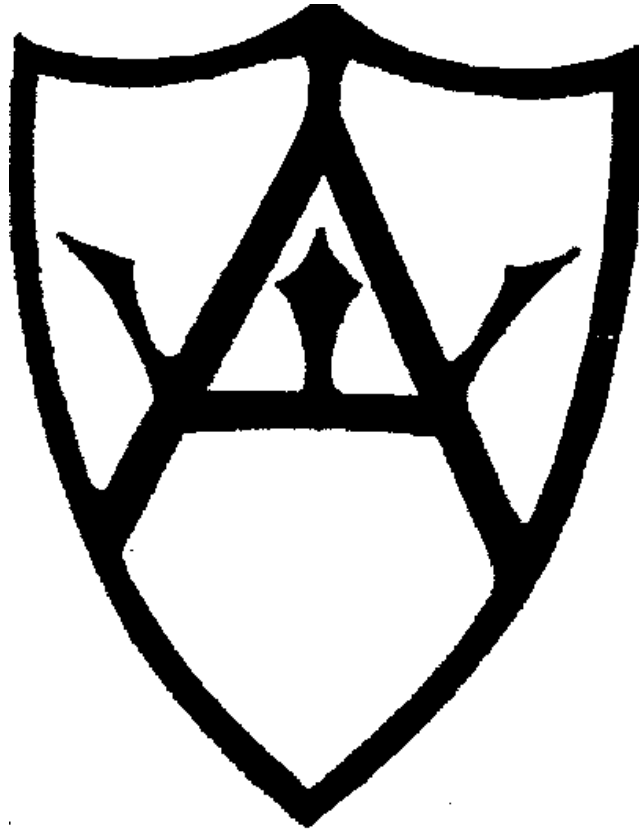


Alfriston School



Pupil Premium Policy

Reviewed: Sept 2016

Other policies linked to this policy: SEND policy, Equalities policy

Principles

At Alfriston, 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, those who are 'looked after' and those whose parents serve in the forces.

Background

The Pupil Premium is a Government initiative that provides extra money in the school budget for the education of FSM children, 'forces' children, CLA and adopted children. Research has shown that these children may be vulnerable to underachievement when compared to their peers. The premium (a fixed amount per vulnerable child) is provided in order for schools to focus on further supporting these pupils in reaching their educational potential and in order to 'narrow the gap' between their achievement and that of their peers. Schools can decide how to spend this money, but need to employ strategies that will support those pupils to increase their achievement and attainment. Schools are accountable for narrowing the gap, and there will be a reform to the school performance tables to include measures that show the attainment and achievement of pupils who receive the pupil premium compared with their peers.

Provision

In order to meet the above requirements, senior leaders and the Governing Body of Alfriston will monitor the provision for and progress of those vulnerable pupils and ensure that their needs are met. This will be especially focussed on 'narrowing the gap' for those pupils who are not on track to achieve Level 4 at the end of Key Stage 2. Please see the School Development Plan for focused areas.

Staff meet together at Pupil Progress meetings every term to discuss progress. Gaps are identified and appropriate interventions or adaptations to classroom practice are introduced. The interventions are recorded on the school's Provision Maps and the progress and success of the intervention is closely tracked.

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 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.

Reporting

It will be the responsibility of the Headteacher and SENCo/Inclusion Manager to report to the governors regarding:

- On-going provision
- The progress of vulnerable pupils
- Value for money – use of Pupil Premium funds – impact on progress

The Governors will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap'. This task will be carried out following guidance given by ESCC and the Department for Education.

Success Criteria

The evaluation of success will be based on how effectively the school can 'narrow the gap' then 'close the gap' in attainment between those vulnerable pupils and their peers. Overall targets will be identified and evaluated annually. The vast majority of vulnerable children will meet their individual targets.

The school will use the following focuses to ensure accelerated progress for vulnerable pupils:

- Quality first teaching
- Effective parental support
- Effective Pastoral and Welfare support (including development of social and emotional skills)
- Effective tracking of pupil progress and provision of interventions where needed
- Early intervention (focus on language skills)
- Quality enrichment opportunities
- Good attendance