



Devonshire Infant Academy Pupil Premium Policy

Background

The Pupil Premium is additional funding which is allocated to schools on the basis of the number children who have been eligible for free school meals (FSM) at any point in the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who are in the care of the local authority, known as 'looked after children' (LAC) and children of service personnel. The government states that it is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for pupils, however they are accountable for the effective use of this additional money and schools need to show that they are 'closing the gap' between the attainment of children who are entitled to additional funding and those who are not.

Rationale

At Devonshire Infant Academy we have high aspirations for all our pupils and we are determined that all our pupils will have equal access to a successful future. We believe that all children should have the opportunities and the support they need to achieve their potential irrespective of social background. We recognise that the quality of teaching disproportionately impacts upon children from less advantaged backgrounds and so endeavour to provide an engaging and meaningful curriculum as well as consistently high quality teaching. If a child is found to be achieving below what they are capable of, every effort will be made to address this at the earliest opportunity.

Roles and Responsibilities

Governors will:

- Be committed to ensuring that every pupil irrespective of starting point or social background achieves their potential.
- Ask challenging questions about the impact of the Pupil Premium funding.
- Ensure that an annual statement outlining how the Pupil Premium funding has been used (and its impact) is available to parents on the school website. This task will be carried out in line with the requirements published by the Department for Education.

The Headteacher will:

- Ensure a senior member of staff takes responsibility for leading Pupil Premium provision.
- Inform the governors with regards to the way the pupil premium funding is spent and its impact on 'closing the gap'.
- Ensure that the progress made in terms of 'closing the gap' is cost effective and that the school is providing value for money.
- Ensure all teaching staff understand the significance of the Pupil Premium funding and its intended impact.
- Set high standards for day-to-day teaching and feedback, ensuring all teaching is at least good with a constant focus on improvement. Any variance will be immediately addressed.

- Provide a high quality, engaging curriculum which gives pupils the knowledge and skills they will need for the next stage of their education.
- Rigorously monitor the attainment, progress, attendance and lateness of pupils eligible for the funding and ensure immediate interventions take place should they be needed.
- Regularly monitor interventions and change or adapt them quickly if they are not having the intended impact.
- Use up-to-date research such as the Education Endowment Fund Toolkit (EEF) to support the school in determining the most effective strategies and interventions.
- Provide high-quality continuous CPD to ensure teachers are trained well to tackle issues of social disadvantage.
- 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.

Teachers will:

- Be committed to the rationale and intended aims of the Pupil Premium policy and be relentless in their commitment to 'closing the gap'.
- Know which of their children qualifies for the Pupil Premium funding and understand that they are responsible for 'closing the gap' where necessary.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Monitor the progress and attainment of these pupils carefully.
- Work with senior leadership to identify barriers to learning and strategies to address underperformance.
- Work with parents and support staff ensuring they have the necessary resources and support for the child's learning.
- Keep up-to-date with teaching strategies and research, which have a proven track record in narrowing the gap.
- Understand that all children who qualify for the pupil premium funding are individuals with the same range of abilities and talents as other pupils and that qualification for the funding is not to be equated with low ability.

This policy was agreed and adopted

Signed _____ (Chair of Governing Body) Date_____