



## Rugby Free Primary School Pupil Premium Policy

November 2021

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### POLICY APPROVAL

|                      |  |
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| Author:              | Rugby Free Primary School                                |
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| Signature:           | Steph Looney<br>Chair of Governors, Local Governing Body |
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## 1. Background

The pupil premium grant is a Government initiative that targets extra money at pupils from deprived backgrounds, who research shows underachieve compared to their non-deprived peers. The effect of school closures due to the Covid-19 pandemic has further compounded the educational disparity between disadvantaged and non-disadvantaged groups. The premium is provided in order to support these pupils to realise their potential. Pupil premium grants are also provided for looked after and previously looked after children (LAC / PLAC) and children from armed forces families.

The Government has used pupils entitled to free school meals as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for free school meals. At RFPS we will be using the indicator of those eligible for pupil premium as our target children to 'narrow the gap' regarding attainment.

## 2. Principles

- Whilst we ensure that teaching and learning opportunities meet the needs of all of the pupils, it is essential that we address any issues of underperformance caused by deprivation.
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups; however, pupil premium funding is utilised to ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Research shows that quality of teaching has the single biggest impact on the achievement of disadvantaged pupils. As such, we are committed to using funding to invest in and develop teaching and learning across our school.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. However, our duty is to monitor provision for these pupils and remove any barriers to learning to ensure that they make at least expected progress and to try to ensure that their attainment is in line with their peers.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for pupil premium funding. We reserve the right to allocate the pupil premium funding to support any pupil, or groups of pupils, the school has legitimately identified as requiring additional support. This enables the school to cater for those socially disadvantaged who have not applied for pupil premium. The greater proportion of any group, supported through pupil premium funding, will be made up of pupil premium children.
- Not all children receiving pupil premium funding be in receipt of pupil premium interventions at any one time – the funding will be spent based on assessed needs and to limit barriers to learning.

## 3. Aims

- To narrow the attainment gap between our disadvantaged and non-disadvantaged pupils.
- For our disadvantaged pupils to make good or better than expected rates of progress.
- To support pupil's emotional well-being so they are ready to learn and can maximise the opportunities school offers.
- To enrich the learning of our socially disadvantaged pupils, ensuring they have access to a wide range of life opportunities and cultural experiences.
- To engage parents in their children's learning so they can support our pupils and positively engage with their education.



## 4. Provision

The Governors may consider the following range of provision for this group:

- Reducing group or class sizes where possible, thus improving opportunities for effective AfL and accelerating progress
- Termly pupil progress meetings will enable the school to assess the pupils' progress for those entitled to FSM
- Providing interventions using appropriately trained staff
- Providing social and emotional support so children have their needs met and can access learning
- Additional teaching and learning opportunities provided through learning mentors, TAs, pastoral care or external agencies
- Supplementing the cost of enrichment activities. For example; after school activities, music lessons, residential trips etc. for pupils who are unable to access opportunities due to financial constraints
- One core set of uniform provided in each phase of the school to enable the child to attend RFPS and in appropriate uniform
- All our work through the pupil premium will be aimed at accelerating progress and closing the gap between disadvantaged and non-disadvantaged groups. Our focus will also include ensuring more able children in receipt of pupil premium funding can fulfil their potential.

## 5. Reporting

RFPS will publish a pupil premium strategy statement every three years. Progress against this plan will be frequently reviewed and reported to governors annually.

The pupil premium strategy statement will include the following information:

- A statement of intent outlining our ultimate objectives and a plan to achieve them
- A list of the challenges (barriers to learning) faced by our pupils
- Our intended outcomes as a result of the plan and the work we do
- A costed activity plan to support our disadvantaged children during each academic year including teaching provision, targeted support and the wider strategies we will employ
- A review of the outcomes of the provision for the previous year

The format used for this strategy statement will meet the Department for Education's statutory requirements.

## 6. Success Criteria

- Early intervention and support for socially disadvantaged pupils
- Support well matched to the needs of individual children
- Measures will be effective at closing the gap between socially disadvantaged and non-disadvantaged groups
- Effective parental pupil school support
- An effective system for identifying, assessing and monitoring pupils
- A whole school approach
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.



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## 7. Review

This policy will be reviewed biennially by Governors.

