

A decorative graphic on the right side of the page features three blue circles of varying sizes and two thin blue lines. One line starts from the top left and extends towards the center, passing near the top and middle circles. Another line starts from the top right and extends towards the bottom right, passing near the middle and bottom circles. The circles are semi-transparent and have a gradient effect.

Pupil Premium Policy

Rudyard Kipling Primary School

May 2018

Rudyard Kipling Primary School and Nursery Pupil Premium Policy

‘Together we will help each other to achieve our best’

The Pupil Premium Grant (PPG)

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and there are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children and children post adoption
- Armed forces children

At Rudyard Kipling Primary School and Nursery, we believe that **every** child should be supported to achieve success academically, socially and physically no matter what their background.

Purpose

- To ensure consistency in our approach to supporting children who are eligible for the PPG.
- To outline the outcomes we expect so that these can be closely monitored and evaluated.

The Governors of the school:

- Will ensure that provision is made which secures the teaching and learning opportunities that best meet the needs of all pupils
- Will ensure that the needs of vulnerable groups of pupils are adequately assessed and addressed, as a part of the additional provision made for pupils who belong to vulnerable groups
- Recognise, whilst making provision for socially disadvantaged pupils, that not all pupils who receive free school meals will be socially disadvantaged
- Recognise, that not all pupils who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged*

How is the pupil premium allocated to schools?

The amount schools receive is determined by the number of pupils who have been known to be eligible or are currently known to be eligible for free school meals (FSM). In addition an allocation is made for pupils who are Looked After Children and children post adoption (LAC) and Service Children.

Who decides how the funding is used?

Schools decide how the funding should be used and are trusted to ensure that it is used for the purposes intended. Schools are held accountable for how they use the funding, and the performance tables capture the achievement of those pupils covered by the Pupil Premium.

How do we identify pupils at our school?

At Rudyard Kipling, we are committed to ensuring that the provision we make secures teaching and learning opportunities to meet the needs of all pupils and that the needs of pupils who are considered to be vulnerable or socially disadvantaged are adequately

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assessed and addressed as part of the additional provision we make through the Pupil Premium.

In making provision at Rudyard Kipling we recognise that not all pupils who receive FSM will be socially disadvantaged and not all pupils who are socially disadvantaged are registered or qualify for FSM. At our school Pupil Premium funding is allocated for additional individuals and groups of pupils identified as:

- Socially disadvantaged
- Vulnerable and at risk of underachievement.
- Subject to a child in need plan.
- Having been identified with complex needs.

How do we provide for our pupils?

The attainment of pupils in vulnerable groups can be raised through a variety of interventions. At Rudyard Kipling the following range of provision has been identified:

- Facilitating access to the curriculum.
- Providing additional support in the classroom.
- Providing additional teaching and learning opportunities.
- Offering alternative support and interventions

Accountability

The Department for Education holds Headteachers and school governing bodies accountable for the impact of pupil premium funding in the following ways:

- Performance tables, which show the performance of vulnerable groups of pupils compared with their peers
- Requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement
- The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium

How do we know we are using the Pupil Premium effectively?

The progress and attainment of all pupils and groups of pupils is monitored closely through the schools extensive pupil tracking systems. Pupil progress review meetings are held each term. The progress that pupils make will vary according to the individual needs of each child but should a concern arise the provision made for that child will be reviewed and any necessary adjustments made.

The school provision map and interventions secured through the pupil premium are adjusted annually to meet the needs of the pupils across the school.

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce annual reports for the Governors on:

- the progress made towards narrowing the gap, by year group, for vulnerable groups of pupils
- an outline of the provision that was made during the year
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

A copy of the Pupil Premium Grant report can found on the school's website:
www.rudyardkiplingprimary.co.uk