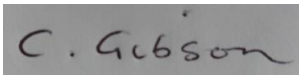


Pupil Premium Policy

Updated: September 2024
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Signed: 

Review Date: Chair of Trustees
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1. Mission statement

Achieving excellence through support and challenge.

The effective use of the pupil premium grant involves both elements of our mission statement. At Ryhope Infant School Academy, all pupils, including the most severely disadvantaged and the highly gifted, are regarded as unique individuals and receive both challenge and support designed to meet their needs.

2. Background and legal context

The most important factor in predicting a child's future academic attainment is prior attainment.

The next most important factor is poverty. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through the pupil premium was introduced by the government in April 2011 in order to help schools close this gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount, which is expected to rise year-on-year while the coalition government is in office, is allocated to schools for each pupil registered for FSM at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

The Department for Education has stated that schools "are free to spend the pupil premium as they see fit". However, as with all public money schools are required to spend the grant for the purpose that it was intended and will be held accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract the pupil premium
- the annual reports for parents that schools are required to publish online.

3. Principles

- Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability.
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore focus on the needs and levels of progress of all pupils.
- All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme.
- Research, trailing and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.
- In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and non-FSM pupils.

4. Roles and responsibilities

Board of Trustees (Governors)

- The Board of Trustees will approve the overall strategy for deploying pupil premium funding prepared by the headteacher and presented in the school improvement plan (SIP).
- The Board of Trustees will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.
- The Chair of the Resources Committee is the trustee designated to ensure that the pupil premium grant is used to support eligible pupils within the context of this policy and will evaluate the impact of increased support on the achievement of targeted pupils.

Headteacher and SLT

- In Ryhope Infant School Academy, the headteacher retains overall responsibility for leading the pupil premium strategy.
- The Headteacher will produce trajectory targets for reducing the gap between pupil premium pupils and their peers over three years matched to the SIP.
- The Headteacher will produce termly reports for the Board of Trustees, showing the progress made by socially disadvantaged pupils and projections for each academic year.
- SLT will have overall responsibility for evaluating the impact of the identified actions.

Subject leaders

- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to the Board of Trustees through the Headteacher.

All staff

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant.
- Class and subject teachers are responsible for the progress made by all pupils.
- All staff will give pupils clear feedback that helps them to improve their work.

5. Intent

At Ryhope Infant school Academy we effectively use the pupil premium funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to acquire positive attitudes, the skills, knowledge and understanding necessary to become confident, independent learners. Our intention is that all pupils, irrespective of their background, achieve their potential across all areas of school life.

At Ryhope Infant School Academy we are determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of quality first teaching, focused support, curriculum enrichment and pastoral care. We recognise that all pupils regardless of their background, should have equal access to a curriculum which will enable them to reach their potential. We believe that the highest possible standards can only be achieved by having high expectations of all learners. We believe that the additional

provision through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged / vulnerable.

6. Evaluating impact

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria.

Short term

The school will have an effective strategy for supporting pupil premium pupils and there will be a strong commitment to this strategy by all stakeholders.

Resources will be purchased and utilised so that actions in the SIP are being implemented.

Medium term

As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.

Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.

Discussions with pupils provides evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

Successive cohorts will meet their targets and this will result in the narrowing of the gap between pupil premium and non-pupil premium pupils.