



PUPIL PREMIUM POLICY

September 20

OUR SCHOOL

Cobham Primary School provides an all-round education for children between the ages of 4 and 11 years. There are currently 219 children on the registration roll, being taught in seven classes. The class sizes range from 30 to 32 pupils. All classes benefit from a full-time teaching assistant to support the teaching of children in our school.

At Cobham Primary we aim to raise the aspirations and achievements of all our pupils, regardless of their socio-economic status. We have high expectations of all of our children and believe in a fully inclusive and holistic approach, where every child is unique and every child matters. As a school we endeavour to support each and every child to the best of our abilities, so that all our children can maximise and achieve their potential, despite any barriers to learning that they may have. We believe that it is vitally important to foster a climate of understanding, acceptance and encouragement where every child's worth really does matter and each individual voice is acknowledged and valued. We strive to make learning fun for all and school a place where children love to learn. Our aim is to encourage the children to develop a love for lifelong learning in readiness for the challenges of the 21st century.

As a learning community we aim to be kind, to persevere and to be happy. We strive to always get along, to be respectful and enthusiastic. Together we make a difference. We are Caring, Proud and Successful!

As at September 2018 the breakdown of our disadvantaged pupils is as follows:

- 1.4% of our pupils are currently eligible for free school meals (FSM)
- 0.9% of our pupils are adopted from care
- 2.3% of our pupils have received FSM in one or more of the previous 6 years

In 2017/2018 we received £15,600

In 2018/2019 we received £17,460

In 2019/2020 we received 20,740



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The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

THE PUPIL PREMIUM

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. The Pupil Premium also provides funding for children who are currently in or who have left local authority care (having been in care for 1 day or more) and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals. As from April 2016 this was increased to £1320 per eligible pupil, rising to £1900 per eligible pupil for those children who are or who have previously been under the care of the local authority. Children of service personnel receive a lower amount of £300.

PURPOSE OF THE PUPIL PREMIUM POLICY

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the progress and attainment gaps which currently exist between disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.



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Through this policy and the Pupil Premium Information Report we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998 and General Data Protection Regulations, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Ensure high quality teaching and learning in all year groups to narrow the gaps in attainment in the first instance. This will be supplemented by the use of high quality interventions with proven evidence of impact to assist our pupils who need additional support.
- Use the latest evidence based research, on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils. Such as The Sutton Trust - Education Endowment Foundation, Teaching and Learning Toolkit and the two Ofsted reports - 'Pupil Premium', 20th September 2012 and the latest 11th February 2013, 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- 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. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Governing Body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use the Pupil Premium for all year groups.



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PRINCIPLES OF PROVISION:

- At Cobham Primary School, we organise teaching and learning in order to best meet the diverse needs of all our children.
- We arrange appropriate provision for children from vulnerable groups and those who may be disadvantaged, to ensure that their needs are accurately assessed and met.
- We recognise that not all children who receive free school meals will be disadvantaged and we also recognise that not all children who are disadvantaged have free school meals.
- We aim to include parents (along with our own needs analysis and pupil progress meetings) to decide how the Pupil Premium could be spent for each child.
- It may be the case that not all children receiving free school meals will receive interventions and supporting strategies funded by Pupil Premium at any one time.

PROVISION

The range of provision the Head Teacher and Governors may consider making for this group or socially deprived individuals could include:

- Achievement and Standards: Work including additional class based or intervention work to accelerate progress of targeted groups or individuals.
- Pastoral Support: which undertakes work to raise self-esteem, extend their personal skill and support children to make appropriate choices in order to maximise their learning potential.
- In School Enrichment: providing opportunities within the school which serve to give individuals life opportunities and to enhance their overall learning and development.
- Out of hours/Extra-curricular Enrichment: to ensure that children are given a full opportunity to develop other talents in sport and creativity to also improve their self-confidence and motivation for school.

All our work through the pupil premium will be aimed at accelerating progress, moving children to **at least** age related expectations.

DEVELOPMENT OF THE POLICY

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. Therefore this Policy should be read in conjunction with our Equalities Policy. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.



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When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2019, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There may also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

ROLES AND RESPONSIBILITIES

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for all our pupils.

The Head and Senior Leadership Team

The Head and the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the SENCO as the designated Disadvantaged Child Advocate to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report and how the money has been allocated
- an evaluation of the cost effectiveness of provision in terms of its impact

Jacqueline Saunders Head and temporary SENCO has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. She has expert and informed knowledge of 'what works' and 'how' this works in narrowing the gaps. She will monitor the use of the Pupil Premium three times a year to track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money.



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Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- 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,
- keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.
- We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing Body

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. Charlotte Niranjana is responsible for ensuring the implementation of this policy.

Our Governing Body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Governing Body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, bi-annual book monitoring, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

KEY CONTACTS

Charlotte Niranjana - SEND and Disadvantaged Child Governor c.niranjana@cobham.kent.sch.uk

Jacqueline Saunders - Head/SENCO headteacher@cobham.kent.sch.uk

MONITORING AND REVIEWING THE POLICY

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the level of funding that becomes available under the Pupil Premium Grant.



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We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. Our annual review will involve staff, pupils, governors and parents and carers where and whenever possible and feasible.

DISSEMINATING THE POLICY

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

APPEALS PROCEDURE

Any appeals against this policy can be made through the governor's complaints procedure.

USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT

On the school's website we publish information (The Pupil Premium Information Report) which explains how Pupil Premium funding has been used, its effectiveness and impact.

This document details the following:

- The amount of Pupil Premium funding received
- What funding has been used for and will be used for in the future
- Analysis of the gaps and what the school is doing and intends to do to narrow the gaps further
- Evaluation of impact

SIGNED AND DATED

Head:

Chair of Governing Body:

Date of Policy:

Next Review Date: