

Rochford Primary and Nursery School (Academy)



Disadvantaged Pupils Policy

(To be read in conjunction with the schools Pupil Premium and Recovery strategy)



Vision Statement:

“Inspiring lifelong learning”

We are committed to providing:

- inspirational teaching;
- a stimulating environment;
- a challenging and interesting curriculum, so that children learn a variety of skills and are inspired to develop a love of learning; and
- a happy, safe and caring school where:
 - every child can reach their full potential;
 - staff are valued; and
 - visitors feel welcome.

We are committed to developing an inclusive school at the heart of the Rochford Community where:

- every child’s happiness and needs are of great importance;
- there are high expectations of good behaviour; and
- all members of the school community value good manners and co-operation.

We are committed to:

- communicating and working effectively with parents so that there is a genuine partnership supporting children’s learning.

Intent

Our intention is that all pupils, irrespective of their background or the external factors and challenges they may face receive the highest quality education, support and opportunities possible. The focus of this strategy is to support those pupils at a social economic disadvantage to make good progress and to achieve their individual targets whilst attaining age related expectations or higher, including those who are high attainers. These pupils will also feel well supported in all aspects of their school life and will achieve and learn in an environment in which they feel safe and fully included.

Disadvantaged Pupils

This term is used to identify any pupils who are felt to be at a socioeconomic disadvantage to their peers. This includes but is not limited to those pupils identified as Pupil Premium. 'We must not accept that disadvantaged pupils are destined to underachieve. Socioeconomic disadvantage does not have to be an anchor on attainment.' (Marc Rowland). Our Disadvantaged Strategy addresses the steps we will take as a school to address our 5 main challenges and diminish the 'disadvantaged gap'.

Pupil Premium Eligibility

Pupils eligible for Pupil Premium funding are those who are known to be eligible for Free School Meals within the last six years, children who have been in the care of the Local Authority for 6 months or more, children of service personnel and children who have been adopted from care.

The use of the Pupil Premium Grant (PPG) ensures that as a school we are providing a safe, happy and motivating environment that encourages the whole school community to achieve their full potential both educationally and socially.

Funding Allocation

At Rochford Primary and Nursery School we are committed to ensuring that the use of Pupil Premium funding be targeted strategically to continue to diminish the difference in progress and attainment between pupils from disadvantaged backgrounds and those from more affluent backgrounds.

Our Aims

- Adopt a whole school approach in which all staff take responsibility for the outcomes of disadvantaged pupils.
- Eliminate barriers accessing and achieving full potential within the core curriculum through a strong focus on literacy (reading, writing and communications skills) and numeracy skills.
- Teaching and Learning opportunities are designed, delivered and evaluated to ensure that they meet the needs of all the pupils; the focus is on developing all aspects of outstanding teaching and learning, as well as implementing appropriate interventions which are specific to the individual child's needs.
- The Leadership Team, Inclusion Team and Governing Body ensure the best and most appropriate use of funding that contributes to the best outcomes and pupil achievements.
- Carry out robust diagnostic assessment (not assumptions) to identify those pupils in need of targeted interventions
- All data is regularly analysed and comparisons are made with National and local data and the progress and achievement of disadvantaged pupils compared to non-disadvantaged pupils to ensure that interventions funded by the Pupil Premium Grant are having the necessary impact on progress and attainment.
- Support the Social, Emotional and Mental Health (SEMH) needs of all pupils and, where appropriate, their families.
- It is recognised that some strategies funded through Pupil Premium funding will have an impact on skills that are more difficult to measure, such as social and emotional development. The impact is hoped to be transferable and to support improved progress, achievement and better learning behaviours.
- Ensure that all disadvantaged pupils feel fully included in all aspects of school life

Provision

High quality teaching is at the heart of our approach, with targeted interventions in response to assessments. Where appropriate, the following strategies will also be considered for use:

- Small group intervention in Literacy and/or mathematics.
- 1:2:1 learning support.
- Staff training and CPD to better support the needs of disadvantaged pupils.
- Pastoral support to address SEMH needs of pupils and families.

- Focused work and opportunities to raise self-esteem or to solve problems.
- Access to outside agency support for both the family and for the pupil.
- Alternative resourcing targeted at the specific needs of the individual learner.
- Donations towards residential trips or enrichment activities.

Reporting

- The Governing Body and SEEAT Standards & Performance receives regular reports on the spending and impact of Pupil Premium funding and this spending is monitored to ensure it is properly focused to narrow the gap in progress and attainment for disadvantaged pupils compared to non-disadvantaged pupils.
- The cost effectiveness is measured against the progress made by those pupils funded by the Pupil Premium Grant and compared to the rest of the cohort within the school, as well as within Essex and nationally.
- Pupil Premium strategy reports are available annually on the school website.

Teaching and Learning

All teachers are made aware of those pupils eligible for Pupil Premium funding and ensure that provision is allocated to meet their individual needs. The progress and outcomes for these pupils are identified and analysed at termly Pupil Progress Meetings.

Monitoring

All support and interventions are regularly monitored and those having greatest impact are distributed to other relevant individuals and those deemed not to have the necessary impact are replaced with alternative provision. As a school we always take into account cost and impact effectiveness when making decisions.

Involvement of the wider community

All stakeholders are made aware of the school's entitlement to Pupil Premium funding and what impact this spending has had on the progress of those pupils eligible for the funding grant.

Review

This policy will be reviewed every 2 years in consultation with staff and Governors.

Reviewed and adopted during	Autumn 2022
Approved by Governing Body	
Next review	Autumn 2024

Signed:

Chair of Governors