



**Kent County Council**  
**Children, Families and Education Directorate**

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**PUPIL PREMIUM  
POLICY  
STATEMENT**

**OF**

**DOWNS VIEW INFANT SCHOOL**

**Written**

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**Responsible people named in this policy**

**Headteacher: Tracy Kent**

**Deputy Headteacher: Sarah Collins**

**Pupil Premium Governor: Diane Turner**

**Chair of Governors: Felicity Moore**

**Signed and Date agreed: November 2019**

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## **Reviews: November 2020**

### **Overview**

At Downs View Infant School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skill and abilities
- Participate in extra-curricular activities
- Maintain high levels of wellbeing and involvement
- Have a love of learning

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as Pupil Premium.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

### **Eligibility Criteria**

#### **Pupil premium: conditions of grant 2019 to 2020**

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2018-to-2019/pupil-premium-2018-to-2019-conditions-of-grant>

#### **Ever 6 free school meals**

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.

#### **Children adopted from care or who have left care**

The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

#### **Ever 6 service child**

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census.

#### **Looked-after children (LAC)**

As defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

### **Objectives**

- Downs View Infant School will ensure that the additional pupil premium funding reaches the pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The Pupil Premium funding will be used to diminish the gap between the achievement of these pupils and their peers.

- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

### **Strategies**

- Pupil Premium will be clearly identifiable within the budget.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels.
- There will be a designated Pupil Premium 'Champion' responsible for monitoring the impact of Pupil Premium provision alongside the Headteacher and Governing Body.
- There will be a designated Pupil Premium governor responsible for monitoring the impact of Pupil Premium provision alongside the Headteacher and Governing Body.
- The Pupil Premium 'Champion' will receive regular CPD on how to 'diminish differences' with 'other' children.
- Actively involve the Governors in the decision making and evaluation processes.
- Visits to exemplary schools with effective Pupil Premium strategies.
- Regular internal and external Pupil premium reviews to monitor impact of strategies.
- Effectively monitor and evaluate the impact of spending.
- Strategies used will be personalised according to the individual needs of the children and their family.
- Use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups eligible for Pupil Premium, and target intervention and support to accelerate progress.
- Compare data of pupils eligible for Pupil Premium with 'other' children to monitor differences and create strategies to diminish the gap.
- Regularly use achievement data to monitor the effectiveness of interventions; continuously adjusting provision to meet the needs of the pupil if necessary.
- Class teachers and teaching assistants will know who the pupils eligible for Pupil Premium children in their classes are so they can take responsibility for their progress.
- The school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities.
- The school will provide life experiences such as Forest school in order to develop key skills such as resilience.
- Appraisal of staff and target setting will include discussions about Pupil Premium children.
- The FLO will be signposted when required to support families receiving Pupil Premium funding.
- Monitoring of the school Pupil Premium strategy three times a year, to assess effectiveness of current strategies.
- Using the Pupil Premium to raise attendance through providing breakfast club places and finance for travel on public transport when necessary.
- Providing funding for extra-curricular clubs and educational visits.
- Provision of funding for uniform and school equipment when necessary.
- Provision of activities to raise levels of wellbeing and involvement such as, play therapy and art therapy.

**Commented [TD1]:** Do this chunk into themes? Eg:

- Oversight & governance
- Monitoring and evaluating
- Teaching & learning (CPD & whole sch/class)
- Targeted support
- Wider strategies

### **Reporting**

It will be the responsibility of the Headteacher or the Pupil Premium Champion to report to the Governors on:

- The progress made toward 'diminishing the difference' for disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision. This information will be reported in the Pupil Premium strategy.

The Governors of the school will ensure that the Pupil Premium strategy is on the website to make parents aware of how funding has been used to address the issue of 'diminishing the difference' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

### **Outcomes**

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. The school will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through considered use of this additional funding our school is fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

### **Equal Opportunities**

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice and stereotyping. This is written alongside the Equality Scheme and Teaching and Learning policy