



Dulwich Village C of E Infants' School
Strategy on the use of Pupil Premium Funding
(see website for Pupil Premium Strategy Statement and spending)

1. Introduction

Our Christian vision is for all children to flourish with God in life, learning and love. Our support for children who are disadvantaged in whatever way this presents itself, is part of the work we carry out here at DVIS under this strong and 'lived out' vision. The Staff and Governors of Dulwich Village C of E Infants' School are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of *all* of the pupils so that *all* make maximum progress and reach their potential.

Our school welcomes and shares the Government's aim of tackling all forms of disadvantage and working to ensure inclusion and equal access for all learners.

We recognise that the Pupil Premium funding is allocated to children who are eligible for free school meals (in the last six years), children whose parents are in the armed forces and looked after children (including those who have been adopted into families). It is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

2. Provision

Dulwich Village C of E Infants' School is committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in their learning and to achieve their best.

3. Rationale for decisions about provision

The rationale for resource deployment is decided by the school, based on the following principles:

1. effectiveness and impact so that progress and achievement is maximised for every pupil
2. targeted to need
3. research based
4. flexibility
5. value for money acknowledging appropriate accountability
6. equity
7. inclusivity

Pupil Premium Funding will be used in the first instance to support the learning needs of children who have been eligible for free school meals in the last six years. This provision may well also include other children who have been identified as 'vulnerable' however funding for this aspect of the work would not be drawn from discreet Pupil Premium funding. Such decisions will be at the Headteacher's discretion.

The school's leadership team, through termly pupil progress meetings with class teams, will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use on-going and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The Special Educational Needs and Disabilities Lead is also integral to this process.

We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment. When considering the deployment and

funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in-order to maximise the impact for the pupil:

1. facilitating pupils' access to education
2. facilitating pupils' access to the school's curriculum
3. support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
4. additional opportunities to enhance or complement the school offer e.g. after school clubs, holiday clubs, free nearly new school uniform, support with IT, food packages etc.
5. alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Headteacher will agree this following discussion and advice from colleagues and other relevant sources.

4. Monitoring and Evaluating Provision

Once decided, additional provision is monitored session by session by those staff providing support. Adaptations are then made as necessary. The overall effectiveness and impact is evaluated termly usually through class pupil progress meetings.

In evaluating effectiveness, a range of evidence is used including:

1. progress outcomes;
2. feedback from staff, the child, parents and other professionals who may be involved;
3. examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
4. anecdotal, impressionistic evidence relating to improved confidence, well-being, attitude, behaviour etc.

If overall a provision is not having a positive impact on the children it has been put in place for, it will be stopped and a new approach taken.

The Governors' Premises and Finance Committee and Learning and Inclusion Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports. One member of the Governing Body is designated to actively challenge the use of the funds and the impact any interventions have had.

5. Reporting and Accountability

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce a report for the Governors within the termly Headteacher's report to the Governors. It will report:

1. the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
2. the teacher assessment data we collect e.g. phonological assessment, reading, writing and maths that demonstrates this
3. comparative data for all none socially disadvantaged pupils by year group
4. an outline of the provision that was made since the last meeting
5. 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

The chairperson of the Learning and Inclusion sub-committee, with support from the school, will provide an annual report to the governing body on the school's progress towards 'narrowing the gap' for socially disadvantaged and other 'vulnerable' pupils. This will be presented at their first meeting each autumn term.

This report will follow DfE guidelines and will:

1. detail the average progress of those pupils receiving support funded from pupil premium;
2. provide comparative data showing our school's progress relative to other schools nationally through the modified national data supplied by the DfE (when provided), and

3. include financial details of how pupil premium was spent (the School Business Manager will keep on-going records to facilitate this).

This report is published on the school's website and parents/carers will be informed when this has been done via the school's Newsletter.

6. Complaints

In some cases, the Headteacher or senior member of staff will meet with parents and seek to come to an understanding and agreement about how an individual might best be supported. Any allegation, complaint, disagreement or appeal regarding the deployment of Pupil Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose.

7. Review

This strategy will be reviewed every three years as part of the school's cycle. However, this can be sooner to reflect new information or changes as to what is required.

Reviewed November 2021