

ST MARGARET'S CE PRIMARY SCHOOL



PUPIL PREMIUM POLICY

2021-2022

Review:- Summer Term

Mission – what is our reason for being?

- To educate
- To nurture
- To serve the community
- To develop children's faith and spirituality
- To be inclusive
- To improve life outcomes
- To develop children's life and learning skills
- To develop morals and principles

Our Values

- ✓ Love
- ✓ Faith
- ✓ Self –worth
- ✓ Respect
- ✓ Aspiration
- ✓ Equality
- ✓ Fun

Our School Vision for 2025

To be a Church of England Primary School that:-

- Nurtures each individual as a whole person to enable them to achieve their God given potential and to make outstanding progress.
- Provides an exciting, broad and ambitious curriculum that equips learners for the future.
- as a community demonstrates love and respect for all of God's creation.

Key Principles

To maximise the benefit of pupil premium funding by providing a culture in which:

- Staff believe in the potential of ALL pupils regardless of need
- Staff encourage children to have a growth mind-set towards their learning and their personal development
- Staff adopt a solution-focused approach to overcoming barriers
- There are no excuses for underperformance

To identify those pupils at risk of underachievement by:

- Ensuring that all staff are involved in identifying vulnerable pupils and assessing their strengths and weaknesses
- Being vigilant so that we identify vulnerable pupils early
- Ensuring that all staff know which pupils in their class are pupil premium and/or vulnerable
- Identifying underperforming pupils at any ability level

To ensure the best outcomes for all children we will ensure that:

- All teachers are involved in analysing data so that they are aware of the individual strengths and weaknesses of pupils in their class

- We use research such as from the Sutton Trust to help us determine the most effective interventions to use
- ✓ We work closely with parents to support them in their role

Background

Research has shown that disadvantaged pupils underachieve compared to their peers. The Pupil Premium Grant (PPG) is a Government initiative that targets extra money at disadvantaged pupils with the aim of raising their attainment. The grant aims to support schools to minimise the impact on identified pupils in order to narrow the gap between their performance and that of their non-disadvantaged peers.

The Government uses the following pupils as indicators of deprivation and deploys a fixed amount of money to schools per pupil, over a rolling six-year period:

- Children in Reception to Year 6 who are **currently entitled to free school meals*** based on their family income
- Children in Reception to Year 6 who were **previously entitled to benefits-based free school meals, even if they're no longer eligible** for six years after they stopped qualifying for free school meals
- Children in care
- Children previously in care who have been adopted, or who have a special guardianship order, a child arrangements order or a residence order
- Children with a parent in the services, one of their parents served in the regular armed forces in the last 3 years or one of their parents died while serving in the armed forces and the pupil is in receipt of a pension under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS).

* Universal credit (provided you have a net income of £7400 or less), income support, income-based jobseekers' allowance, income-related employment and support allowance, support under Part IV of the Immigration and Asylum Act 1999, the guaranteed element of state pension credit, child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less.

Schools are accountable as to how they spend this money and data is included in performance tables to show the attainment of pupils who receive free school meals compared with their peers.

Provision

In providing for pupils in receipt of the PPG it is important to recognise that a number of factors may result in a barrier to learning. Common barriers are lack of support from home, weak language and communication skills, lack of confidence and/or low self-esteem, social and emotional needs, reduced attendance and punctuality. There may be complex situations at home that inhibit a child's ability to flourish.

However, it is also important to recognise that not all pupils who receive free school meals will experience deprivation and not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to use Pupil Premium funding to support any pupil the school has identified as being disadvantaged.

The range of provision:

The Governing Body will ensure that the school is making delivering effective provision through:

Quality First Teaching:

- The Senior Leadership Team will continue to ensure that all children benefit from quality inclusive teaching which takes into account their learning needs
- High expectations of all pupils will be maintained by all staff
- Good practice will be shared (from internal and external resources)
- High quality professional development will be delivered to staff
- Pupil assessment and data analysis will be used effectively to inform practice

Increasing Learning Time:

- Improving attendance and punctuality
- Providing early identification and timely interventions
- Working with parents to support them in helping their children at home
- Facilitating access to educational opportunities beyond the school day

Individualising support:

- Considering factors such as attendance, attainment, equality and enrichment when identifying need
- Identifying barriers to learning and planning measures to overcome them
- Delivering tailored support by establishing a baseline of what a child can do and what their next steps should be
- Delivering targeted support that is specific, measurable and time-limited
- Ensuring good communication between support staff and class teachers
- Recognising and building on strengths to increase confidence

Monitoring

- The Headteacher and Inclusion Leader will maintain an ongoing programme of support for pupils in receipt of pupil premium funding, which will be monitored by the Pupil Welfare Committee.

Effectiveness of provision will be monitored by:

- Termly pupil progress meetings between the Headteacher or Assistant Headteacher, Inclusion Leader and class teachers
- Class provision maps, reviewed and updated half-termly by class teachers and evaluated for impact during pupil progress meetings
- A range of achievement data is used including teacher assessments, observations, work scrutiny, case studies, moderation, learning journals and staff, parent and pupil voice
- Regular marking and feedback given to pupils and by pupil self-evaluation
- Regular feedback about performance is given to parents and children
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions such as on behaviour and attendance

Reporting

The Inclusion Leader will provide termly reports to the governors. The Governors will ensure that there is an annual pupil premium strategy on the school's website that includes:

- Our school's pupil premium grant allocation
- A summary of the main barriers to educational achievement faced by eligible pupils

- How we'll spend the PPG to overcome these barriers and our reasons for the approaches we have chosen
- How we'll measure the effect of the pupil premium grant
- The date of the next review of our pupil premium strategy

Success Criteria

The evaluation of policy and practice is based on how well the school has closed the gap between disadvantaged pupils and their peers and how well pupils eligible for PP funding have performed (compared to peers in school and nationally). Targets will be identified annually in the pupil premium strategy and incorporated into the School Improvement Plan.

Reviewed: Autumn Term 2020

Next Review: By the end of September 2021