Pupil Premium Policy

Policy:	Pupil Premium

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Key changes/notes:
Updated information is highlighted, in accordance with our policy.

Statutory Requirement:	Yes – Department of Education
Proposed Renewal Cycle:	Annual
Proposed annual review authority:	Head Teacher
Policy Section:	Governnance

Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these." (Luke 18:16) This policy is based upon our Christian values of thankfulness, respect, honesty, love and resilience.

Pupil Premium Policy

The Governors of St Mary's CE (VA) Primary school are committed to ensuring that all children are given the opportunity to achieve their potential. The pupil premium grant provides funding to improve outcomes for disadvantaged pupils in state funded schools.

The service pupil premium (SPP) provides support for children of services families. These pupils are not necessarily from financially disadvantaged backgrounds.

Pupil premium funding is allocated to schools based upon the number of:

- Pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years (referred to as Ever 6 FSM)
- Children previously looked after by the local authority or other state care, including children adopted from state care or equivalent from outside England and Wales.

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium funding so that it solely benefits pupils who meet the funding criteria. It can be used to:

- Support other children with identified needs, such as those with a social worker or young carers.
- Whole class interventions.

For pupils who are looked after (LAC) funding will be managed by the local authority Virtual School (VSK) in consultation with the child's school.

Aims:

* High Expectations for all groups and individuals. As a school we do not equate deprivation and challenge with low ability.

* Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify or are registered for FSM. We therefore acknowledge that all children are entitled to achieve their potential and have their needs met.

* All teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into the teaching programme and will take place alongside high quality first teaching which all children access.

* Trialling and selfevaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement. Where impact is not seen, these interventions will cease. We use EEF recommended interventions to ensure maximum impact for this funding.

* In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a mix of FSM and Non- FSM pupils.

* We will not spend any funding on interventions, initiatives or resources which do not have an impact upon the children for whom this funding is intended.

Roles and Responsibilities

Governing Body

- The governing body will approve the overall strategy for deploying pupil premium funding prepared by the Headteacher and presented in the school development plan (SDP). A version of this for parents can be seen on the school website.

- The governing body will hold senior and middle leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.

- The Vice Chair of the Governors (Mr Graham Rock) is the governor designated to ensure that the PP grant is used to support eligible pupils within the context of this policy.

Headteacher and SLT:

- The Headteacher retains overall responsibility for leading the pupil premium strategy.

The Pupil Premium Lead Teacher

Miss Charlotte Orpin has been identified as the member of the Senior Leadership Team (SLT) who will monitor progress of pupils eligible for this funding; monitor the impact of interventions; and feedback to the Governing Body annually.

Subject Leaders:

- Subject leaders are responsible for the progress of all pupils within their subjects and will contribute to reports to governing body through the SLT.

All staff

All staff are expected to have an in depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the Pupil Premium grant. These children are indicated on class plans and seating maps for the purpose of observation and work scrutiny,

and to ensure all staff understand their accountability for vulnerable groups achievement.

Class and subject leaders are responsible for the progress made by all the pupils.

All staff will give pupils clear feedback that helps them improve their work.

Evaluation

The implementation of the improvement strategy will be monitored and evaluated against the following success criteria:

Short Term

The school will have an effective strategy for supporting PP pupils and there will be strong commitment to this strategy by all stakeholders.

Resources will have to be purchased and appointments made so that actions in the SDP are being implemented.

Medium term

As a result of an effective CPD programme the skills and expertise of all staff are being enhanced.

Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.

Discussions with pupils and surveys provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long term

- Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupils premium funding and their peers.

- The progress gap- socially disadvantaged pupils will make accelerated progress in comparison with other pupils

- The attainment gap- accelerated progress will result in closing the gap in grades/levels.