

St Mary & St Pancras Church of England Primary School



Pupil Premium Policy

Statement of intent.

As a church school what and how we teach, what and how our pupils learn within and beyond the classroom are and must be rooted in Christian values:

Friendship, Respect, Endurance, Thankfulness and Forgiveness.

These values are fundamental in the implementation of this policy to ensure that we maintain our distinctive Christian character of which we are proud.

Date approved..... September 2017

Review date..... September 2019

Aims:

At St Mary & St Pancras, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with lower attaining pupils. In providing support we will not socially isolate pupils. Therefore, it is likely that all groups receiving additional support will be a combination of those who are eligible for the Pupil Premium and those who are not.

Background:

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of disadvantage, and have provided a fixed amount of money for schools per pupil **based on the number of pupils registered for FSM over a rolling six-year period**. At St Mary & St Pancras we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Please note that as the funding is dependent on the number of children eligible for FSM on roll, **it is still important that parents apply for funding**.

Context:

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be limited experiences and opportunities. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles:

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance – TEAM (Together Everyone Achieves More)
- staff adopt a “solution-focused” approach to overcoming barriers.
- staff support children to develop “growth” mind-sets towards learning.

Analysing Data

We will ensure that:

- Class teachers are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school.
- Pupil progress meetings every half term provide opportunities for SLT and Class teachers to analyse and review performance of all pupils which then informs decisions about the deployment of support.
- We use research (such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective
- All staff are proactive, not reactive.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide appropriate support.
- Children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation
- Improve provision through continual self- review and evaluation
- Deliver small group intervention to tackle barriers and/or gaps in learning
- Improve teaching and learning through team teaching
- Implement one to one sessions where necessary
- Rigorously track focus children and make adaptations to provision as necessary
- Ensure cross-curricular opportunities are used to target basic skills

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Securing commitment from children and parents/carers
- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff, class teachers and additional teachers communicate regularly
- Working closely with parents to provide strategies they can use at home to support their children.
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence (e.g. providing music lessons to build confidence and communication skills)
- Providing high quality bespoke interventions throughout the school delivered by experienced teachers

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- A wide range of information including data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each half term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The Pupil premium lead teacher and the School Business Manager maintain an overview of pupil premium spending.
- A governor is given responsibility for pupil premium

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school
- objectives for the year
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
- a summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.