



**ST PETER'S
CHURCH of ENGLAND
PRIMARY SCHOOL**

Pupil Premium Policy

September 2020

Our Christian Vision

As a Christian family at St Peter's School, we create a unique place of learning, nurturing the gifts that God in His awesomeness has given us. We encourage every child and prepare them for life's journey, inspiring them to fulfil their potential, their dreams and their aspirations.

Sowing the seeds of tomorrow.

(Matthew 13:1-23)

Background: Pupil Premium funding was introduced by the Coalition Government in April 2011 to provide additional support for looked after children and those from low income families. This extra funding is made available to schools to help them narrow the attainment gap that still exists between pupils from disadvantaged and more affluent backgrounds. Funding is based on children who are registered, or have been registered for free school meals, service children and also children that have been 'looked after' for more than 6 months.

Aims: We are ambitious for all our pupils and we strongly believe that no matter what their background no child should be left behind. We seek to instil a lifelong love of learning in our pupils and a belief that they can succeed and achieve in their lives. We acknowledge that there is a great challenge to ensure that those children from more deprived backgrounds achieve their potential and this policy outlines how we will support those pupils to reach their full potential.

Context of the school: At St. Peter's CE Primary School, we have higher than average levels of deprivation and the number of pupils known to be entitled to FSM is also higher than the national average. Pupil Premium Funding represents a considerable proportion of our school budget and needs to be spent wisely to ensure that it has maximum impact for the intended pupils.

Key procedures for spending Pupil Premium Funding: It is for schools to decide how the Pupil Premium funding is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The Governing Body of St Peter's CE Primary School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority for academic years 2020/21 - 2022/23 is that Pupil Premium funding be used to accelerate progress and enable children to reach their age-related expectation and beyond.

When making decisions about spending the Pupil Premium it is important to consider and understand the potential challenges and barriers our more deprived pupils might face. Common barriers can be low levels of support at home, poor language and communication skills, low self-confidence, behavioural or emotional difficulties, and attendance and punctuality issues. This

list is by no means exhaustive and each child should be considered individually. The challenges are varied and there is no 'one size fits all' approach. Information regarding deprived pupils is gathered from a range of sources and this identifies need and informs how spending may be used appropriately to improve performance and 'close the gap' with children from more affluent backgrounds.

The range of provision the Governors may consider making for this group could include:

- Increase staff/pupil ratio to allow more additional guided work and focussed targeted teaching.
- Providing small group work with an experienced teacher to focus on overcoming gaps in learning.
- 1:1 / 1:2 support.
- Additional teaching and learning opportunities provided through teachers, trained support staff or other agencies.
- Pastoral work to raise self-esteem, motivation and extend personal skills.
- Music lessons, trips, extra-curricular activities at the discretion of the Headteacher.
- Out of hours enrichment to develop other talents for example; sports and creativity.

Identifying pupils: The schools tracking system is a driving force in identifying when the performance of deprived pupils is becoming a concern. This highlights when a pupil is attaining below expectations and/or when their progress is too slow. The achievement of pupils receiving Pupil Premium is the key focus for the subsequent Pupil Progress meetings where decisions about appropriate support will be made.

To support this process we ensure that:

- All 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.
- Children's individual needs are considered beyond purely academic performance e.g. self-confidence, behaviour for learning.

Useful information which may also inform spending can be provided by:

- Parents and Carers
- The children themselves
- Special Needs Coordinator
- External agencies (e.g. social care) who may be working with the family
- Staff who work with the child at school
- Pupil Wellbeing Leaders
- Education Welfare Officers/School Nurse

Monitoring & Evaluation: Children receiving Pupil Premium are tracked on a half termly basis and they are a key focus of Pupil Progress meetings.

We will ensure that:

- A wide range of data is used - attainment and progress data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice - to ensure that progress and attainment are at least in line with non-disadvantaged children, both in school and nationally.

- Assessment Data is collected half termly so the impact of interventions can be monitored regularly and provision for individuals and groups can be adjusted accordingly.
- Assessments are closely moderated to ensure they are accurate to inform the processes in place.
- Teaching staff attend and contribute to pupil progress meetings each half term and the identification of children's needs and appropriate provision is reviewed.
- Interventions are adapted or changed if they are not working, as evidenced during the monitoring process. An understanding of why a particular provision has not worked for an individual child is needed as all practice is based on successful precedent.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance, behaviour, attitudes to learning, attainment and progress across the curriculum.
- A designated member of the SLT maintains an overview of Pupil Premium spending in addition the Head teacher.
- A governor is given responsibility for Pupil Premium and will challenge the school leadership on the performance of disadvantaged children across the school.

Reporting: Pupil Premium is regularly discussed at SLT meetings, Strategic Committee meetings and is reported on at Full Governing Body meetings.

When reporting about Pupil Premium we include:

- Information about the context of the school.
- The objectives for the school year and the reasons behind them.
- The 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 - Total PPG (Pupil Premium Grant) received, Total PPG spent, total PPG remaining.
- A summary of the impact of PPG - Performance of disadvantaged pupils (compared to non-pupil premium children), other evidence of impact e.g. Ofsted/ external reviews, case studies, implications for Pupils.
- Premium spending for the following year.

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

Signed:

Date:

Next review date: September 2023