

St. Margaret's C of E Primary School



Pupil Premium Policy

Approved:

Date for review: November 2024

Head Teacher's signature

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Chair of governor's signature

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Introduction

The aim of the Government Pupil Premium is to raise achievement among pupils in the following categories:

- Free School Meals
- Looked After Children
- Adopted Children
- Service Children

The intention is to:

- Improve the educational outcomes for all, including those who are disadvantaged - Increase social mobility
- Enable more pupils to enter into further education
- Reduce the 'attainment gap' nationally that still exists between children from disadvantaged and more affluent backgrounds.

The link between FSM eligibility and underachievement is very strong. Evidence is clear that schools have a direct influence on children's attainment as well as influencing the home environment. Life chances are not fixed at age 5 and schools are independently important for improving children's attainment and narrowing gaps. Evidence shows that the most effective schools achieve this through a combination of high-quality teaching, strong leadership, a relevant and cohesive curriculum, a culture of high expectations and targeted intervention and wider school enrichment activities.

It is not the funding itself that will improve educational outcomes but how we use it. We believe that simply spending more on pupils, without well thought out strategies, will not necessarily improve their learning or aspirations. Investing in better learning is not easy, but by following some guiding principles, stakeholder involvement and robust monitoring and evaluation we can make a difference.

Guiding Principles

- Finance must be ring-fenced and the school made accountable for financial decision making.
- The Pupil Premium Policy is available in school and on the school website.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and those who have been identified as being socially disadvantaged.
- The allocation of funding is to focus on supporting disadvantaged children to achieve the highest levels and to support more able pupil premium children to reach their potential and accelerate progress
- Consistent high-quality support must be monitored by the school, avoiding wastage of precious financial resources.
- In making provision for socially disadvantaged children, we recognise that not all children who receive free school meals will be socially disadvantaged – pupil premium funding will be allocated following a needs analysis which will identify priority groups and individuals.
- Activities must be evaluated for impact by the school on a regular basis.
- The school must have a designated leader (Hannah Warner) who has a clear overview of how funding is being allocated and the difference it is making to the outcomes for pupils.
- All staff must be aware of pupils receiving the Pupil Premium and how it is being spent.
- Governors must elect a named governor (Mike Emery) to have an oversight of the Pupil Premium and report back to the Full Governing Body.

Spending the Pupil Premium successfully to maximize achievement

- Thoroughly analyse which children are underachieving, particularly in English and mathematics, and why
- Use the wide variety of published research evidence to allocate the funding to the activities that are most likely to have an impact on improving educational outcomes
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good ● Use achievement data frequently (through termly pupil progress meetings and regular half termly monitoring cycle) to check whether interventions or techniques are working and make adjustments accordingly
- Systematically focused on giving children immediate, clear, useful feedback about their work, and ways that they can improve
 - Monitoring and evaluation is everyone's responsibility. The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress. Pupil progress meetings take place on a termly basis with SLT and pupils in receipt of the Pupil Premium Grant are discussed first.
- A clear policy on principles and how the impact of the spending would be evaluated, agreed by governors and publicised on the school website
- Consider a range of barriers to children's learning, including attendance, behaviour, family circumstances and resources and have a nominated senior leader with responsibility for this ● Well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning
- Clear and robust performance management system for all staff, and included discussions about children eligible for the Pupil Premium in performance management meetings
- The Assistant Head is closely involved in tracking the allocation and can, therefore, always account clearly for spending
- Base our strategy on a range of teaching, targeted academic support and wider school strategies that are effective because they are driven by the challenges our school community faces and children's academic, emotional and social needs
- Well trained workforce and integrated team work approach. Ensuring that teaching assistants help to raise standards through understanding their role in helping to improve achievement. They are well trained with quality up to date CPD and have the time allocated to enable them to work with teachers to plan and review children's learning.
- All Key Stage 2 children have the opportunity to attend a residential in Year 4 and Year 6. Financial support can be given to ensure all children have the same opportunities. Educational visits and curriculum events, like swimming, can also be financially supported to enable all children to have equal access.
- Raising aspirations and broadening experiences for all children including high attaining pupil premium children.

Monitoring and Evaluating

The Governors will ensure that the National Strategy statement is shared with parents/carers, via the website, on how Pupil Premium Funding has been used to improve the educational outcomes for disadvantaged children. The governors delegate decision making to the Senior Leadership Team (SLT). A delegated leader will produce reports for the Governing Body. A named governor will take part in a review meeting (discussion with PP lead, pupils, SLT) and report back to the FGB termly. Reports will include:

- An outline of the provision

- Evaluation of the progress made towards narrowing the gap, by year group for Pupil Premium children and an evaluation of cost effectiveness of the support offered
- Monitoring of the impact on individual pupils (in terms of wellbeing/academic progress etc.)
- Success criteria will be set and evidence of success provided.

Accountability

How are we accountable for how we use the Pupil Premium?

A number of measures have been introduced to secure accountability, including:

- Performance tables that clearly show the attainment of Pupil Premium pupils compared to their peers
- Increased attention to whether schools are using their Pupil Premium effectively (as part of Ofsted inspections)
- From September 2013, schools that are identified by Ofsted as requiring improvement, and where disadvantaged pupils do particularly poorly, will be required to work with an outstanding leader of education with a track record of narrowing attainment gaps to draw up new Pupil Premium spending plans. Ofsted will look at these plans when monitoring progress and re-inspecting the school. Schools that do not demonstrate improvement risk being judged 'inadequate'
- Progress on 'narrowing the gap' is monitored by the SLT and reported and discussed with the School Improvement Partner as well as the Governors
- Schools are required to publish online specific information about the Pupil Premium so that parents/carers and others have access to meaningful and appropriate information (schools have been asked to report by academic year as this is more meaningful for parents. Whilst the grant allocation is made on the basis of financial years, schools plan teaching and other support and conduct assessments over the academic year. The allocation of funding by financial rather than academic year means that schools have to calculate the funding for each academic year. As schools will not know their full funding costs or provisional allocations for the latter half of the academic year, they can report on their known funding up to the end of the financial year and update the published information as the full figures become available).

Stakeholder Involvements

Governor: Named governor to report to the FGB and involved in PP reviews with PP Senior Leader and discussions with staff/pupils/parents.

Pupils: Evaluation discussions/pupil voice questionnaires/photo elicitation to be collated at regular intervals.

Parents: Parents informed of progress via structured conversations twice a year, teacher-parent meetings and celebratory assemblies, information available on the school website.

Staff: SLT to provide time to discuss progress with staff in Pupil Progress meetings each term with all teachers