

ST BARNABAS CE VC PRIMARY SCHOOL



Pupil Premium Policy

Last Review Date	Changes	Owned by/ Linked to
Sept 2017		Headteacher
Sept 2019	No changes	

St Barnabas CEVC Primary School Policy for Pupil Premium

Rationale

Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children, service family children and those from low income families (children who have been registered for free schools meals (FSM) and from 2012-13 at any point in the last six years, known as the Ever 6 FSM measure, or are looked after continuously by the local authority for more than six months). The extra funding is made available to schools to help them narrow the attainment gap that still exists between children from disadvantaged and more affluent backgrounds. School Meals is the only pupil level measure of deprivation available. The link between FSM eligibility and underachievement is very strong. Evidence is clear that schools have a direct impact on children's attainment as well as influencing the home environment. Life chances are not fixed at age five 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 coherent curriculum, a culture of high expectations and targeted catch-up and enrichment activities. Intensive support in the basics (via one-to-one tuition or as a group) can enable children from disadvantaged backgrounds to catch up with their peers. It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need to provide that support. The Pupil Premium is in addition to the school budget. The school's vision is to ensure that every child is able to 'let their light shine'. The targeted and strategic use of Pupil Premium funding will support us in achieving this vision.

Principles that underpin our philosophy

- We ensure that teaching and learning opportunities meet the needs of all our children.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and that not all children who are socially disadvantaged are registered or qualify for free school meals (FSM). We will therefore allocate the Pupil Premium funding to support any child or groups of children that the school has identified as being socially disadvantaged.
- 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 classes, groups or individuals.

Spending the Pupil Premium successfully to maximise achievement

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Focus on supporting disadvantaged children to achieve the highest levels;
- Support more able pupil premium children to reach their potential and accelerate progress;
- Thoroughly analyse which children are underachieving, particularly in English and mathematics, and why;

- Use research evidence (evidence from our and other school's experience as well as OFSTED annual reports, information from DFE and Sutton Trust-EEF teaching and learning toolkit) to allocate the funding to the activities that are most likely to have an impact on improving achievement;
- 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;
- Allocate the best teachers/teaching assistants to teach intervention groups to improve mathematics and English;
- Use achievement data frequently (through termly pupil progress meetings and termly lesson observations) to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively and use tracking data intelligently to analyse the underachievement of individual children (school improvement partner termly visits focus on this);
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;
- Systematically focused on giving children clear, useful feedback about their work, and ways that they can improve;
- A designated senior leader has a clear overview of how the funding has being allocated and the difference it is making to the outcomes for children;
- Monitoring and evaluation – 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 regularly with SLT and have Pupil premium as an agenda item;
- A clear policy on principles and how the impact of the spending would be evaluated, agreed by governors and publicised on the school website;
- 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;
- Governors thoroughly involved in the decision making and evaluation process- named governor nominated to have an oversight of the Pupil Premium. Able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of spending on the outcomes for children;
- Concentrate on the core areas of literacy and numeracy to break down the main barriers to accessing the full curriculum - have all the help they need to grasp the basics of reading, writing and mathematics right at the start of their education so that they don't have to catch up later;
- An extended day for targeted children in the form of a breakfast and support sessions run by appropriate staff;
- Consider a range of barriers to children's learning, including attendance, behaviour, family circumstances and develop a wide range of Intervention strategies that are effective because they are driven by children's academic, emotional and social needs;

- The School Business manager is closely involved in tracking the allocation and can, therefore, always account clearly for spending;
- 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. They are placed where data indicates that they are most needed to help children to catch up, rather than spreading them evenly among classes;
- All children in Years 4 and 6 have the opportunity to attend a residential. Financial support can be given to ensure all children have the same opportunities. Educational visits are 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.

Reporting

It will be the responsibility of the Headteacher or delegated leader to produce reports to the Governing body on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged children. This will be produced as part of the whole school data reporting at the end of terms 2, 4 and 6.
- The Governors will ensure that there is an annual statement to parents/carers , via the website, on how the Pupil Premium Funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged children. The Pupil Premium Strategy Report will be published at the beginning of Term 1 annually.

Accountability - How are we accountable for how they use the Pupil Premium?

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

- Information to governors and staff thclearly show the attainment of disadvantaged pupils compared to their peers;
- Increased attention to whether schools are using their Pupil Premium effectively as part of Ofsted inspections;
- Progress on 'narrowing the gap' is monitored by the senior leaders and reported and discussed with the School Improvement Partner as well as the Governors;

Policy review

This policy will be reviewed to ensure that it continues to meet the needs of the school community and any statutory requirements.

Jon Barr, Updated August 2019