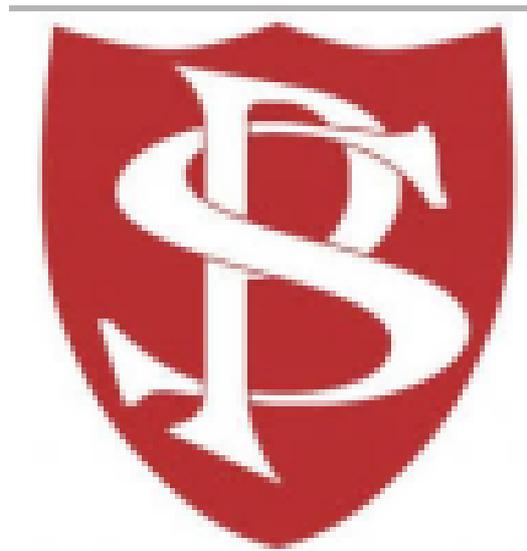


Pupil premium policy

St Pauls C of E Primary



Approved by:

Date:

Last reviewed on:

Next review due by:

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1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2017-18), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE).

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

4. Use of the grant

Principles:

- To enable all pupils to be fully included in the curriculum.
- That all members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.
- To ensure that teaching and learning opportunities meet the needs of all pupils.
- To ensure that provision is made for pupils who belong to vulnerable groups.

- To identify and track the achievement and attainment of our disadvantaged pupils.
- We recognise that there will be pupils who don't qualify for free school meals or who are not registered as socially disadvantaged and we reserve the right to include these pupils in groups where funding has been allocated along side their socially disadvantaged peers.

Yearly programme:

1. Staff meeting at the start of the academic year for all staff , agenda:
 - A) Recap what 'Pupil premium Grant' is.
 - B) Gain a clear picture where St Paul's are now and the impact of our work so far.
 - C) To inform staff of the updated pupil list.
 - D) Discuss best strategies that have been implemented and share success stories.
2. Team meetings held to complete provision maps for the pupil premium group and targets set.
3. End of year data analysed and team leaders identified which pupils at risk of underachieving in preparation for performance management meetings and planning.
4. Teachers' and teaching assistant performance management targets linked to attainment and progress of pupil premium children (where appropriate).
5. Strategies to support pupils implemented.
6. Termly meetings held by all teams to monitor progress of pupil premium group, if pupils are not making expected progress new initiatives and approaches discussed and implemented.
7. During spring term data analysed by A. Lee to monitor and identify any cohorts where pupils are not achieving/progressing, teacher and team leader met to discuss provision and appropriate changes made.
8. Pupils' achievement and progress reported to governors and parents.

Main barriers

We recognise there is no overwhelming evidence of one key barrier to learning for the pupils at St Pauls, individuals have personal barriers that are discussed at team meetings and SMT, provision is then put into place and identified on the provision map, ensuring an individualised approach is taken. Support from experts and evidence from EEF (education endowment foundation) is used to ensure that the approach adopted has the greatest impact on individuals. There are clear systems that ensure a whole school ethos is in place where every child is set challenging, individualised targets based on data and circumstance. The barriers that are more common come under the following headings:

Educational experiences

Attendance and punctuality

Parental involvement

Poor literacy skills

Poor numeracy skills

Family circumstance

Additional needs

Social and emotional (including self-esteem and resilience)

EAL

Provision to overcome the barriers:

There is a wide range of provision, this includes:

TA intervention and in class support
Family worker available for family support
Targeted clubs
Clubs Subsidised
Funding of sports competitions/transport
Holiday club funding
Behaviour consultant support
Specialist teacher SpLD
Subsidy of residential trips
Attendance support and monitoring
Workshops for parents
Play leaders to encourage participation.
Breakfast club funding
Before school interventions
Counselling for families
Interpreters for families

The above is not received by every child, however provision is carefully matched to individual needs this ensures that pupils have every opportunity to reach their full potential.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy is available here:

<http://www.folio4me.co.uk/stpauls/showpage.php?page=page120&cdate=1548061294>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils from nursery to year 6.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

5.2 Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

5.3 Post-looked after children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

5.4 Ever 6 service children

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Head teacher and senior leadership team

The head teacher or delegated member of the senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach.
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the head teacher or delegated member of SLT, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher or delegated member of SLT to use the pupil premium in the most effective way

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

7. Monitoring arrangements

When monitoring the arrangements, success will be measure through:

The positive impact of this policy and provision will be demonstrated in the following ways:

- A clear whole school approach
- An effective system for identifying, assessing and monitoring pupils is in place.
- Pupils meeting their targets.
- The school having an inclusive approach to learning and pupil's individual needs being met both academically and socially.
- The gap narrowing in comparison with previous years and throughout their time at St Pauls.