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Pupil Premium Policy

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Issued:	Sept 2017
Due for Review:	Sept 2018
Committee:	HT / SENDCo / CoG
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Pupil Premium Policy

Pupil Premium Lead – S Chiswell Head Teacher along with Sarah Ball (School SENDCo)
Pupil Premium Governor – Pauline Cotton

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. The funding 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 deprivation, and has provided a fixed amount of money for schools per pupil based on the number of pupils who are eligible for FSM at any point over the last six years (Ever 6).

The amount of Pupil Premium funding a school receives is calculated according to the number of pupils in the preceding school year who meet the eligibility criteria set by the government.

The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

Key Principles

- High expectations of all pupils as we do not equate deprivation with low academic ability
- In providing support we will not socially isolate pupils. Therefore it is likely that groups will be a mix of FSM and non FSM pupils
- For those children who are not at risk of underachieving academically but qualify for FSM, provision will take the form of academic or cultural enrichment activities
- Not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify for or are registered for FSM. Therefore here at St. Mary's we focus on the needs of all pupils
- We commit to meeting the academic, social and pastoral needs of all our pupils and to commit to diminishing the difference between socially disadvantaged pupils and the rest.

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How we will make decision in regard to using the Pupil Premium.

The DFE has given schools the freedom to use the Pupil Premium funding as they see fit, based upon their knowledge of their pupils needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the pupils within their responsibility'

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 to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and in making decisions on the use of Pupil Premium we will:

- Ensure that Pupil Premium funding is used solely for its intended purpose
- Use the latest evidence-based research on proven strategies which work to diminish the difference and meet the needs of all pupils (Sutton Trust)
- Identify strategies to support individual learners
- Ensure that all pupils in receipt of Pupil Premium have the opportunity to access enrichment opportunities which will enable them to develop a wide range of talents in or outside of school.
- Track the attainment of pupils covered by the Pupil Premium carefully and use achievement data to check whether interventions or techniques are working and make adjustments accordingly. Formative assessment data is collected on an ongoing basis, and this feeds into summative attainment data termly, recorded using Target Tracker. This enables senior leaders and governors to track progress accurately and to compare attainment of disadvantaged pupils with non-disadvantaged pupils.
- Ensure that teaching staff and support staff are involved in the analysis of data and identification of pupils
- Ensure staff are aware of who Pupil Premium and vulnerable pupils are and that all Pupil Premium children benefit from the funding, not just those who are underperforming
- Ensure that underachievement at all levels is targeted (not just for lower attaining pupils)
- Undertake that pupils' individual needs are considered carefully, so that we provide support for those children who could be doing "even better if....."

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We also use Pupil Premium funding to support disadvantaged families through provision of places at Breakfast and After School Clubs. In addition Pupil Premium funding is used to ensure that no child misses out on any educational enrichment opportunity – such as trips, visits and residential stays – because of financial disadvantage.

Provision of Quality First Teaching

Our aim is that all children at St. Mary's receive good or better teaching on a daily basis. The Headteacher sets high expectations for achievement and will monitor teaching and learning to ensure that non-negotiables, such as high quality marking and feedback, are implemented thoroughly and consistently across the school. We will share good practice and draw on external expertise when necessary to support our practice and provision, including providing opportunities for our teachers to improve assessment practice through moderation, both in-house and with our MAT schools. We aim to provide high-quality CPD (Continuous Professional Development) to support and develop skills of staff. Our practice is based on what works for children, and is based on research from the Sutton Trust. This shows that an emphasis on quality feedback, collaborative learning and meta-cognition – thinking and reflecting on learning – are the most effective strategies. We focus on doing these well, as well as providing a broad range of learning experiences based on a rich curriculum.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – attainment and progress data, pupils' work, observations, learning walks, and staff, parent and pupil voice – to ensure that progress and attainment are at least in line with non-disadvantaged children.
- Assessment Data is collected half - termly, impact of interventions are monitored half termly so 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
- Regular feedback about performance is given to children and parents
- Learner profiles are used to evaluate the impact of pastoral/academic interventions, attendance, behaviour, attitudes to learning, attainment and progress across the curriculum
- The Headteacher maintains an overview of Pupil Premium spending.
- A governor is given responsibility for Pupil Premium and will challenge the school leadership on the performance of disadvantaged children across the school

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Reporting & Accountability

The Headteacher is responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in diminishing the difference between our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. The Headteacher will report to the Local Governing Body, via the Headteacher's report and SIP update to governors each term.

Teaching and support staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms
- Plan and deliver lessons and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Keep up-to-date with teaching strategies and research which have proven track records in narrowing the gaps in attainment and achievement
- Inform parents and carers of children eligible for the Pupil Premium funding of their children's progress through formal parent consultations and reports and informal conversations through our 'open door' policy. Each class holds a Meet the Teacher information meeting, in addition to focused meetings on different areas of the curriculum, eg phonics, supporting reading etc. Parents and carers are encouraged to come into school and participate in events.

Local Governing Body.

Pupil Premium will be a regular feature on the agenda for local governing body meetings. In relation to monitoring and evaluating the work of the school in relation to the Pupil Premium, the local governing body will take into account a range of information, including quantitative (progress and attainment data) and qualitative (learner profiles, views and surveys data as evidence of impact.

The Pupil Premium governor meets regularly with the Headteacher and reports back to the LGB.

The Local 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 diminishing the difference for

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pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Monitoring and Reviewing of the Policy

Work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact on diminishing the difference. This will allow adjustments to be made accordingly.

The policy will be reviewed every year. It will also take into consideration any changes to the funding that becomes available under the Pupil Premium Grant.