

St Thomas CE (VC) Primary School



Pupil Premium Policy

Policy Reviewed on:	April 2020
Policy approved by Governing Body on:	April 2020
Policy to be reviewed on:	April 2021



Pupil Premium Policy

Pupil Premium at St Thomas

Introduction

What is Pupil Premium?

St. Thomas receives Pupil Premium funding, which is additional to the main school budget. This funding targets extra money at pupils from disadvantaged backgrounds as the following table illustrates:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,345
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

What is it Pupil Premium used for?

Pupil Premium funding is intended to address the historic underachievement of children from poorer backgrounds. By giving schools additional money when they have families from poorer backgrounds, the Government is seeking to 'close the gap' in achievement, meaning that any student from any background should be able to achieve at a high level. The money is intended to support schools to ensure this happens for pupils in their care. Furthermore, Pupil Premium money is intended to support children and young people with parents from the armed forces.

As a school we understand that not all socially disadvantaged pupils will be eligible for free school meals, for example those without recourse to public funds, and we reserve the right to allocate pupil premium funding to those children we identify as socially disadvantaged. *Please refer to the attached document of funding usage.*

Aims and Objectives

At St Thomas CE (VC) Primary School, we have high aspirations and ambitions for our children, and we believe that no child should be left behind. We strongly believe that it is not about where you come from, but your passion and thirst for knowledge, and your dedication and commitment to learning, that make the difference between success and failure, and we are determined to ensure that our Pupil Premium children are given every chance. Children eligible for the Pupil Premium are identified quickly so that we can support needs effectively. The needs analysis for the Pupil Premium is an on-going process throughout a pupil's school journey. We believe that the measure of successful spending should be raising standards, the narrowing of the achievement gap and the broadening of opportunities for the most disadvantaged pupils at St Thomas.

The Range of Provision

The range of Pupil Premium provision includes the following:

- Facilitating pupils' access to education
- Facilitating pupils' access to the curriculum
- Additional teaching and learning opportunities
- Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own program

[Pupil Premium 2018-2019](#)

Context

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 for FSM 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 there is no “one size fits all”.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

We will provide a culture where:

- staff believe that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

Analysing Data

We will ensure that all staff are involved in the analysis of data so teachers and staff can track children and be aware of strengths and weaknesses within individual classes and across the school.

Identification of Pupils

We will ensure that:

- All teaching staff and support 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
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if”

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking, feedback, guided reading and phonics
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours through homework
- Early mornings and after school
- School holidays

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Reading Friends – volunteer readers
- Supporting parents in their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted Maths and English sessions in the afternoons for children who struggle in the main lesson)
- Supporting families through poverty proofing

Guidance

This policy is based on the [pupil premium conditions of grant guidance \(2018-19\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

Maintained schools add: In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

Monitoring and Review

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support
- Having an effective system for identifying assessing and monitoring pupils
- Having a whole-school approach
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community, developing confident and independent learners.
- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working

Reporting

When reporting about Pupil Premium funding, we will include the following:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.

- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

An outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils will be provided for the Curriculum Committee on a termly basis.

The Governing Body will consider the information provided from the Curriculum Committee in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the revised schools' league tables.

The Governors of St Thomas School will ensure that there is an annual statement to the parents on how the Pupil Premium Funding has been used, to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in "narrowing the gap".

This policy will be reviewed every year.

At every review, the policy will be shared with the Governing Body.

Appeals

Any appeal in connection with the disposition of the Pupil Premium Funding will be dealt with through the Governors' appeals panel.