

'Loving to Learn, Learning to Love'



Pupil Premium Policy

Last Reviewed: June 2020

Review Date: June 2021

PUPIL PREMIUM POLICY

At St. Mark's CE Primary School, we have high expectations and aspirations for all our children. Every child has their own individual academic and emotional needs, is valued, respected and entitled to develop to their full potential; regardless of their background.

All members of staff and governors accept responsibility for all pupils and are committed to meeting their pastoral, social and academic needs within a stable, consistent and caring environment where children feel safe. This underpins the positive ethos and the values of the whole school community that ensure no child should be left behind.

Background

The pupil premium is a Government initiative, which targets extra money at pupils from low income families; as historical research and data show that these pupils are more likely to underachieve compared to their peers.

Pupil premium funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted and children whose parents are currently serving in the armed forces.

The aim of the pupil premium funding is to 'diminish the gap' between the achievements of disadvantaged pupils and that of non-disadvantaged pupils.

The Government is continuing to allow schools to decide how this money will be used to improve pupil achievement, but schools are accountable for 'diminishing the gap' and therefore need to demonstrate that they have employed effective strategies using this funding.

The context at St. Mark's CE Primary School

Research shows that pupils who come from more disadvantaged backgrounds have lower attainment overall. Some of the reasons for this are as follows:

- Poor attendance due to unauthorised extended leave;
- Many families are in the early stages in learning English and may not always be proficient in their home language;
- A high number of pupils join the school at various times during the school year;
- The school has a high turnover of pupils, who may have been educated in a different country or who have not accessed education previously;
- Some families have low aspirations for themselves and their children;
- Poverty leading to general health issues and increased mental health issues.

The expectation is that these pupils make good progress and improve their standards whilst at St Mark's CE Primary School.

Due to the context at St Mark's CE Primary School, pupils often have multiple vulnerabilities, which include SEN and English as an Additional Language (EAL). There is a strong correlation between SEN and pupil's eligible for Pupil Premium. In addition, a high percentage of the pupils identified as SEN are eligible for Pupil Premium and/or have EAL.

Objectives for 2019-20

The Federation Board of Governors are committed to allocate pupil premium funding in order to address and attempt to overcome the barriers which prevent pupils who are eligible for pupil premium funding from making good progress.

- Evidence from research and professional expertise is used to make decisions.
- Quality first teaching strategies are used in all classes to ensure that teaching is good across the school which helps to improve outcomes for all children but especially children who are eligible for pupil premium.
- Professional development, training and support is provided for staff, who are delivering strategies and interventions to children who have barriers to learning.
- Support language acquisition for all pupils and in particular those for whom English is an additional language or are new to English.
- Ensure pupils eligible for pupil premium funding make accelerated progress by addressing gaps in their education and remove barriers to learning e.g. social and emotional needs.
- Improve the progress of SEN children eligible for pupil premium funding by ensuring that their needs are correctly assessed and specialist provision is implemented where required e.g. Special School Outreach packages.
- Evaluate interventions across the school to ensure impact and good value for money.
- Improve comprehension skills and vocabulary acquisition.
- Improve attendance for pupils eligible for pupil premium funding (>96%).
- Ensure pupils are provided with opportunities to enhance their learning and experience of the world e.g. educational visits, residential visits.
- Ensure that all pupils are challenged effectively in lessons to maximise progress.
- Raise awareness of health and wellbeing.

The Federation Board of Governors will ensure that the needs of pupils eligible for pupil premium funding are identified and addressed through the termly pupil progress meetings.

The Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils, which the school has legitimately identified as being socially disadvantaged e.g. Asylum seekers or refugees.

The range of provision

- Facilitating pupils' access to education;
- Access to appropriate and well-designed intervention strategies;
- Facilitating pupils access to the curriculum;
- Additional teaching and learning opportunities;
- Alternative support and intervention;
- Access to trips and residential visits;
- Access to after school clubs;
- Access to meals when required;
- Additional support for more able pupils.

The Pupil Premium Leader, in conjunction with the Executive Headteacher and Head of School, will maintain an ongoing programme of support for socially disadvantaged pupils. This will be subject to the oversight of the Federation Board's Curriculum Committee.

Reporting

It will be the responsibility of the Pupil Premium Leader, the Executive Headteacher and Head of School to produce a termly report for the Governor's Curriculum Committee on:

- The progress made towards diminishing 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.

It will be the responsibility of the Senior Leadership Team to ensure that an outline of the school's progress towards 'diminishing the gap' for socially disadvantaged pupils is presented to the school's Governors on a termly basis.

The Federation Board of Governors of St. Mark's CE Primary 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 'closing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education as necessary.

Success Criteria

The evaluation of this policy is based on how effectively the school can 'diminish the gap' between socially disadvantaged pupils and all pupils. Targets will be identified and evaluated annually.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children is effective;
- The vast majority of socially disadvantaged children will meet their individual attainment and personal targets;
- Effective parental support;
- Having an effective system for identifying, assessing and monitoring pupils' attainment and progress;
- Having a whole-school approach;
- Create a positive school ethos in which pupils' differences are recognised and valued; developing confident and independent learners.

Appeals

Any appeal in connection with the allocation of the pupil premium funding will be dealt with through the Federation Board of Governors' appeals panel.

Signed:

Name: Mrs L. Jones

Co-Chair of the Federation Board

Date: February 2020