

St Gabriel's C of E Primary School



Pupil Premium Policy

St Gabriel's C of E Primary School - Pupil Premium Policy

Current Review:	Spring 2024	Next review date:	Spring 2026
Committee approval	Curriculum Committee	Written by:	S.Bell
References:		Policies other Schools	'The Key'

Purpose

This policy outlines how we will ensure our Pupil Premium allocation is spent to maximum effect in order to eliminate any disadvantages our pupils may face and to close the attainment gap between groups of pupils.

Background

The pupil premium is a government initiative that provides schools with 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.

The Government have used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

At St Gabriel's Primary, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At St Gabriel's Primary this is approximately 44% of the children.

Aims:

Our vision of '**Excellence with Compassion**' encapsulates our aims for children at St Gabriel's. We have extremely high aspirations and expectations for our pupils and want them to try their best in all they do. With our core values including; Friendship, Peace, Service, Endurance, Justice and Wisdom, we strongly believe that affluence should never determine our pupils' success. We strive for all our pupils to develop into resilient, effective and confident learners, regardless of their socio-economic background. We are determined to improve the life chances of every child on our roll by giving every child the same chance to realise their true potential.

Context

Common barriers for pupils in receipt of FSM can be less support at home, reduced proficiency in English or communication skills, a lack of confidence, more frequent behaviour difficulties, as well as attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. At St Gabriel's we believe that 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 foster a culture where our staff:

- Embrace the belief that our children can achieve without limits.
- Collectively acknowledge challenges, foster support, encourage accountability, and promote growth.
- Collaboratively adopt a solution-focused approach to overcoming barriers.
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Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

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
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through 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

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
- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- Providing high quality interventions
- Additional teaching and learning opportunities provided through trained LSAs or external agencies for 1-1 support
- Ensuring our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Providing pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Supporting pupils and their families in the transition from primary to secondary.
- Supporting the funding of specialist learning software.
- Ensuring additional support staff and class teachers communicate regularly
- Using senior and middle leaders to support behaviour across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Utilising local charities such as 'Beanstalk' to provide high quality volunteer readers
- Providing extra support for parents to: develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. targeted maths sessions in the afternoons for children who struggle in the main lesson, after school tutoring sessions for Year 6)
- Recognising and building on children's strengths to further boost confidence (e.g. providing opportunities for pupils to attend workshops and aspirational career visits)

Going the Extra Mile

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

Monitoring and Evaluation

We will ensure that:

- 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
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce the DFE Pupil Premium Strategy template and to show on the school website. In addition, the Headteacher will produce regular reports for the Governing Body, which will include:

- Information about the context of the school
- Objectives for the year
- Reasons for decision making
- Analysis of data
- Use of research
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- An overview of spending
- Total PPG (pupil premium grant) received
- Total PPG spent
- A summary of the impact of PPG
- Progress made towards narrowing the gap, by year group, for socially disadvantaged pupils. (compared to non-pupil premium children)
- An outline of the provision that was made since the last meeting.
- Other evidence of impact e.g. Ofsted, Accreditations
- Implications for pupil premium spending the following year

The Governors of the school will ensure that there is an annual Pupil Premium Strategy displayed on the website using the DFE guidance so parents (and the DFE) can see 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 and will appear on our school website. In addition to that, they will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.