



Pupil Premium Policy

September 2020

Sources for guidance:	DFE document: Pupil premium: funding and accountability for schools Use the Key Articles and examples
Approved by the Governing Body on:	
Planned Review Date:	

Pupil Premium Policy

OUR MISSION

Through God's love we learn together, grow together and achieve together.
This is our mission and it is lived out through our children, staff and parents.

As a community of schools and through God's Love, we endeavour to inspire and motivate our children so they can learn together, grow together, and achieve together. As a Trust we believe passionately in a rich education. John 10:10 "I have come that they may have life, and have it to the full." Through Jesus, we ensure that our children have life, and have it to the full. We ensure children excel, not just academically but in faith as disciples and as individuals. Our children learn to love themselves, love each other and the world around them and to love God.

Aims:

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using effective teaching and learning, supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Application:

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil 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 individual pupils within their responsibility.'

The Trust does not therefore, use this policy to displace current strategies to intervene and support its pupils. Some pupils who are not eligible for pupil premium may have similar needs. The Trust may identify these pupils as benefitting from similar support.

Some pupils may be achieving well, and will be entitled to funding to enhance their future educational aspirations and achievements.

Links To Other Policies And Documentation

Although this policy is the key document outlining our approach to diminishing the difference in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school improvement plan, self-evaluation review, the school prospectus, school website and newsletters.

Systems, Procedures And Practice:

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

Under the strategic leadership of the Executive Headteacher (EHT) the operational management of the school's policy for pupil premium is led by a teacher and their Pupil Premium team. Pupils are identified promptly and appropriate support put in place.

The team consists of the some or all of the following members:

- Lead Teacher
- Assistant Head (SENCO and Intervention Lead)
- Assistant Head (Assessment)
- Attendance Officer
- School business manager
- Administration assistants

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Lead Teacher

- Provide termly pupil premium progress reports for EHT and governors
- Provide information on allocation for pupil premium funding via the school website
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.

School Finance Manager

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding for the Lead teacher and reports to governors

Class Teachers

- Know their eligible pupils
- Through Pupil Progress meetings, identify support for pupils
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support

- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

Learning Support Assistants

- Maintain a record of pupil support and impact of mentoring, and provide feedback to the class teacher

Attendance Officer

- Work with the administration assistants and assistant heads to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

National System Leader

The Executive Headteacher, through the leadership in each school, ensuring staff, governors, pupils and families remain informed and up-to-date with all developments relating to pupil premium

This will include:

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of pupil premium
- Ensuring appropriate allocation and use of funding for pupils training for staff and governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors and the board of directors in each school

Governors

The designated governor for pupil premium will act on behalf of the governors and board of directors to monitor and review the progress and impact of pupil premium funding. This will involve meeting with the lead teacher to monitor and evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports.

Monitoring and Reviewing The Policy

Our work in relation to the Pupil Premium will be reviewed on a termly basis through pupil progress meetings to ensure it is having the intended impact in diminishing the difference. This will allow us to review progress and make adjustments if particular strategies are not working well.

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 diminishing the difference. It will also take into consideration the variable funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.