

PUPIL PREMIUM POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



Principles

Every child with his/her individual needs and gifts is unique and special. All members of staff, governors and Cidari Multi Academy Trust accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment.

As with every child in our care, a child who is considered to be socially disadvantaged is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

Pupil Premium funding is a government initiative that targets extra money at pupils from:

- deprived backgrounds
- in local authority care
- adopted from care and families in the services

Research shows that pupils from these backgrounds underachieve compared to their peers. The premium 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 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 Luke and St Philip's we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the differences' regarding attainment.

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. Some FSM children experience none of these barriers. The challenges are varied and there is no "one size fits all".

Provision

In order to meet the above requirements, the Governing Committee and Cidari Multi Academy Trust will ensure that provision is made which secures the teaching and learning opportunities to meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school and the Trust will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half- termly pupil progress meetings and monitoring of interventions.

In making provision for socially disadvantaged pupils, the Governors and the Trust recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and the Trust also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors and the Trust reserve the right to allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision will address –

- Academic progress and attainment – diminishing the gap
- Curriculum enrichment
- Pupil wellbeing – social, emotional and mental health
- Family support
- Purchasing resources to support the education of those who are classed as PP.
- Training for staff.

At St Luke and St Philip's we will ensure that –

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across school and in individual classes
- 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
- All children across school receive quality first teaching and adaptive teaching strategies
- High quality interventions with proven impact are delivered by fully trained staff
- Misconceptions and gaps in learning are addressed immediately by class Learning Support Assistants
- Staff are provided with high quality CPD
- Support for all pupil premium children is tracked through the Pupil Premium Strategy
- Parents are informed of how pupil premium money is being spent, including a summary of the impact of provision and an overview of the plans for the next financial year, which is shared on the school website
- Our main area of need is addressed through the employment of a specialist in that area using a service level agreement (SLCN)
- We will support our families in getting the necessary resources available within our local area, as well as signposting to the most appropriate service to support so that basic needs can be met and accounted for

Poverty Proofing

Poverty Proofing the School Day aims to support schools to identify and overcome the barriers to learning faced by children and young people from families with fewer financial resources. Following Poverty Proofing audits, school is provided with an action plan which sets out measures to reduce the stigma and discrimination pupils face.

At St Luke and St Philip's the Deputy Head teacher and Inclusion Manager has been trained to complete audits at other schools.

Reporting

It will be the responsibility of the Inclusion Manager to meet regularly with the link governor for Pupil Premium and to produce a termly report for the Local Governing Committee on:

- The progress made towards diminishing the gap, by year group, for socially disadvantaged pupils
- An outline of the provision in place 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, and the impact of the provision
- The impact of subsidised enrichment activities
- The progress made by vulnerable learners with social emotional and mental health difficulties
- An outline of the support provided for families, and the impact this has had on their children's education

Success Criteria

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
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners
- Identification of need through data analysis and ensuring that adaptations/ interventions/ service level agreement support/ and high-quality teaching and learning considering these areas is in place to close gaps.

Policy written by: Colin Walton

Policy written: September 2026

Next review date: September 2027