



Pupil Premium Policy

St Luke and St Philip's Primary School

A Church of England Academy

MISSION 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.

Principles

Every child with his/her individual needs and gifts is unique and special. All members of staff, governors and teaching assistants 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 of St Luke and St Philip’s Primary School 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 will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half- termly pupil progress meetings and monitoring of interventions. The provision and progress of vulnerable learners with social, emotional and mental health difficulties will be RAG rated to evaluate the impact.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged. 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 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

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
- High quality interventions with proven impact are delivered by fully trained staff
- Misconceptions and gaps in learning are addressed immediately by class TAs
- Staff are provided with high quality CPD
- Support for all pupil premium children is tracked through the provision map

- 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

Reporting

It will be the responsibility of the Deputy Head teacher and the Inclusion Manager to meet termly with the link governor for Pupil Premium, Mrs Pauline Mallaby, and to produce a termly report for the Governor's Achievement 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.

Policy written: October 2017

Next review date: October 2019