

'With Jesus we can achieve what we dream and believe'

Pupil Premium Lead: Jade Gordon

Background

The pupil premium is a Government initiative that targets extra money for pupils from deprived background, which research shows, under achieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential. For children entitled to free school meals, children in care, children of parents in the armed forces the school receives PP. The Government have used the number of Foundation 2 to Yr 6 pupils entitled to Free School Meals (FSM) as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for FSM over the last 6 years. In the federation we use the indicator of those eligible for FSM as our target children to "narrow the gap" regarding attainment and also support health and wellbeing. The Government are not dictating how schools should spend this money, but are CLEAR that schools will need to employ the strategies that they know will support their pupils to increase their attainment and to narrow the gap." These can be found in our Pupil Premium Strategy, which is available on the school's websites and from the office. Schools and governors are accountable for narrowing the gap, and school performance tables include new measures that show the attainment of pupils receive the pupil premium compared to their peers.

Research has shown that pupils from deprived backgrounds underachieve compared to their nondeprived peers. The Government has identified different groups of pupils eligible for the Pupil Premium Grant. These include pupils who have been entitled to free school meals at any point in the last 6 years (known as Ever 6 FSM) and looked after children. Funding is also provided for service children. The amount of money for each school is based on the number of pupils registered for FSM over a rolling 6 year period. The Pupil Premium rate per pupil for pupils in year groups reception to year 6 recorded as Ever FSM 6 £1,345 per eligible pupil. In addition to this, Looked After Children (calculated using the Children Looked After data returns) are allocated £2,345 and children whose parents are currently serving in the armed forces also qualify for a £310 premium. The grant is allocated for the educational benefit of the pupils registered at the school.

Mission Statement

Our mission statement of 'With Jesus we can achieve what we dream and believe' epitomises our aim for all pupils at St Michael's. It is our fundamental aim that all children are supported in achieving their full potential, realising their talents and believing in themselves during their time at our school. We strongly believe that is not about where you come from but what you can achieve that makes the difference between success and failure. Our Pupil Premium strategy is designed to ensure that our mission statement becomes a reality for all pupils.

Context

Our school is situated in an area of high social deprivation and the vast majority of our families live in the highest 10% of socially deprived areas in the whole country. Levels of SEND, FSM and ethnic minority groups are significantly high compared to average national level and average attainment on entry to school is well below national expectations. We have

a large percentage of children who qualify for the Pupil Premium and as such are committed to narrowing the gap for these pupils.

Principles

Every child has their own individual needs and talents and is unique and special. All staff and governors 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 their full potential, irrespective of need.

Aims

Staff and governors are ambitious for all our pupils regardless of their background. We seek to instil a lifelong love of learning in our pupils and a belief that every child can succeed and achieve in their lives. The school acknowledges that there is a great challenge to ensure that those children from more deprived backgrounds achieve their potential. This policy outlines how such pupils will be supported those pupils including how the Pupil Premium funding is used to facilitate this.

As a school, we are always striving to improve the quality of teaching and learning for all pupils. However, for pupils that the Government has identified nationally as vulnerable or underachieving, the school has used the Pupil Premium funding to extend and deliver a range of provisions, interventions and opportunities to enrich the curriculum as appropriate.

The Pupil Premium funding is used to accelerate progress and enable children to reach their age-related expectation and beyond. Whilst this includes an appropriately strong focus on academic work, the funds are also used to develop the 'whole child' and include activities designed to improve self-esteem, behaviour, aspirations and attitudes to learning. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive FSM will be socially disadvantaged.

The school also recognises that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school legitimately identified as being socially disadvantaged. Pupil Premium funding will be allocated to prioritised classes, groups or individuals.

Evidence-based research from The Education Endowment Foundation and The Sutton Trust will be used to ensure that all teaching, support and intervention has the desired impact.

Key procedures for spending Pupil Premium funding

When making decisions about spending the Pupil Premium it is important to consider and understand the potential challenges and barriers our more deprived pupils might face.

Common barriers can be low levels of support at home, poor language and communication skills, low self-confidence, behavioural or emotional difficulties, and attendance and punctuality issues. This list is by no means exhaustive and each child should be considered individually. The challenges are varied and there is no 'one size fits all' approach. Information regarding deprived pupils is gathered from a range of sources and this identifies need and informs how spending may be used appropriately to improve performance and 'close the gap' with children from more affluent backgrounds.

The school assessment system is used to identify when the performance of deprived pupils is becoming a concern. This highlights when a pupil is attaining below expectations and/or when their progress is too slow.

The achievement of pupils receiving Pupil Premium is the key focus for the subsequent Pupil Progress meetings where decisions about appropriate support will be made.

To support this process, we will ensure that:

- All staff are aware of who Pupil Premium and vulnerable children are.
- Aspirational targets are set for all Pupil Premium children.
- All Pupil Premium children benefit from the funding, not just those who are underperforming.
- Children's individual needs are considered beyond purely academic performance e.g. self-confidence, resilience, behaviours for learning etc.
- The Pupil Premium is clearly identifiable within the budget. The School Business Manager is closely involved in tracking the allocation and can, therefore, always account clearly for spending.

Provision

We regularly seek to further develop strategies and interventions which can improve the progress and attainment of all Pupil Premium children.

Examples of the range of provision we put in place include;

- Providing personalised, small group support in reading, writing and maths, with a skilled member of staff, to focus on overcoming barriers to learning.
- Focused 'Narrowing the Gap' support, including phonics intervention, Pre-teaching of vocabulary, maths and English tuition, precision teaching etc.
- After school tuition sessions offered to PP children, particularly those in Y2 & Y6.
- Specialised mental health support provided by a mental health support worker (weekly within school).
- Providing family support for those PP children and their families who are disengaging with school.
- Identifying children with behavioural needs and appropriate provision and support sourced.
- High quality staff CPD programme tailored to school improvement targets.
- A wide range of after school and extra-curricular activities on offer for all PP children.

Monitoring and evaluation

Monitoring and evaluation is everyone's responsibility. All children receiving Pupil Premium are tracked on a termly basis and they are a key focus of Pupil progress meetings.

Appropriate actions are discussed with the class teacher and senior leaders.

Governors monitor closely the impact of different interventions and their value for money.

Governors also monitor closely the attainment and progress of PP children to ensure the gap with national other pupils is closed.

Parents are informed by an annual report on the website.

The Pupil Premium lead along with the SLT ensures that the additional support provided is effective by;

- Tracking progress individually and planning support through pupil progress meetings.
- Looking at the individual needs of each child and identifying their barriers to learning.
- Ensuring additional support staff and class teachers communicate regularly.
- Provision of high-quality interventions that have impact.
- Matching the skills of the support staff to the interventions they deliver.

- Tailoring interventions to the needs of the child.
- Building on children's strengths and interests to develop self-confidence.

We also ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, pupil voice.
- Assessment data is collected at least termly so that the impact of strategies and interventions put into place through funding can be monitored regularly to show progress.
- Assessments are moderated to ensure they are accurate.
- 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 support and to inform future planning.
- A designated member of SLT maintains an overview of pupil premium spending.
- A Governor is given responsibility for Pupil Premium.

Reporting

It will be the responsibility of the designated member of the Leadership Team to report to the Governing body on a termly basis covering: -

- Progress made towards narrowing the gap by year group for socially disadvantaged pupils (ambitious aim to make significant progress).
- 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.

The Governors of the school will ensure that there is an annual statement to parents on 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 DfE and made available on the school website annually. Please refer to the pupil premium strategy for DfE statutory information on pupil premium expenditure.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

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.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a consistent, 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.

Date Approved by Governing Body: December 2023

Chair Governors: Jeanette Riley

Headteacher: Alyson Rigby

Next Review Date: December 2025