

St Oswald's C of E Primary School



TO SERVE ONE ANOTHER

Pupil Premium Policy

Policy Approved: November 2018

Next reviewed: September 2021

St Oswald's C of E Primary School is committed to safeguarding and promoting the wellbeing of all children. We require our staff, governors and volunteers to share this commitment.

Aims:

At St Oswald's School, our mission is to inspire and empower every child to reach their full potential, both personally and educationally. This will equip them with the skills to keep on learning throughout their lives and enable them to become active, compassionate, responsible citizens in God's world."

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers.

Eligible pupils fall into the categories explained below.

Ever 6 free school meals:

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children:

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children:

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children:

Pupils:

With a parent serving in the regular armed forces

Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census

In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

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.

These pupils are tracked in school as 'disadvantaged children' both on internal systems and using information from external sources such as 'raise on line' data. Some pupils who receive PPG may not currently be on free school meals but have received them during the past 6 years. These pupils are known as 'Eversix' pupils and appear on the PPG list as it felt that their eligibility for FSM in the last 6 years is an indicator that they may be disadvantaged. The list can be subject to change during the year/during the school career at St Oswalds, as some pupils may move to another school etc.

Context

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential. The targeted and strategic use of pupil premium will support us in achieving our overall vision.

Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, low self-esteem, lack of opportunities, more frequent behaviour difficulties, low expectations at home and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide an environment where:

- staff believe in ALL children
- staff support children to develop a passion for learning
- staff have a solution focused approach to overcoming barriers

Analysing Data

We will ensure that:

- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence

- All staff are involved in the analysis of data so that they are fully aware of the requirements for Pupil Premium Funding.

Identification of Pupils

We will ensure that:

- The Senior Leadership team and the headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by individual members (eg Pupil Premium Lead (FL) progress data (PS) English and Maths provision (KM, JH) Family and Inclusion support (LG)
- All Staff are expected to have an in depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the pupil premium grant
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- All pupil premium children benefit from the funding, not just those who are underperforming.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM , so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding.
- 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"

Quality first teaching

We will continue to ensure that all teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching is provided throughout the school

- All teachers will share good practice within the school and draw on external expertise
- The school will provide high quality CPD
- The Senior Leadership team will facilitate the improvement of assessment through joint levelling and moderation

Individualising Support

We will ensure that the additional support we provide is effective by

- Improving attendance and punctuality
- Providing earlier intervention by looking at the individual needs of the child and identifying their barriers to learning.
- Extending learning out of school hours to Early mornings and after school including school holidays
- Ensure additional support staff and class teachers communicate regularly
- Aim to accelerate progress, moving children to at least age related expectations (ARE) especially in maths and English, as well as in areas where eligible pupils show a particular aptitude, but where their parents financial circumstance prevent them from accessing specialist support

- Tailoring interventions to the needs of the child – so that the outcome of which, will be that pupils will achieve their academic and personal potential;
- Funded interventions will include pastoral support where appropriate eg. Attendance support, family liaison, development of social skills – recognising and building on children’s strengths to further boost confidence.
- Providing individualised interventions for set periods of time to support children in times of crisis
- Providing support for parents to support their children’s learning within the curriculum
- Providing extensive support for parents to manage in times of crisis
- Providing additional provision for SEN pupils which will be funded through a combination of any SEN funding and their pupil premium allocation where applicable
- Working with other agencies to bring in additional expertise
- Matching the skills of the support staff to the interventions they provide

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 – Barrier to learning meetings
- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- 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 to be used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A governor is given responsibility for pupil premium

Provision

Type of provision	Examples
Family Engagement	Mentoring, parent courses, family support
Attendance	Attendance team –FB, LG Breakfast clubs Staff time and commitment to attendance strategies and monitoring
Engagement in learning and widening experiences	Educational visit, including residentials Wellbeing support Purposeful practice and positive play development eg. play workers at playtimes, extra curricular clubs, music lessons
Accelerated progress	Providing small group work focused on overcoming gaps in learning 1:1 support from specialist teacher – teaching assistant Additional curricular resources (fully or partly funded through pupil premium)

	Staff CPD Additional group teaching and learning opportunities provided by trained TA's Speech and Language groups provided by experience TA
Pupils as enablers	Monitor and mentor opportunities for pupils – such as sports leaders, playground buddies

Reporting

It will be the responsibility of the Pupil Premium Lead, in liaison with the Family & Inclusion Leader and headteacher, to produce pupil premium reports for the Governing body including the following

- An account of the progress made towards narrowing the gap for socially disadvantaged pupil (Pupil premium against non-Pupil premium pupils)
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision
- Objectives for the year
- Enrichment beyond the curriculum
- An overview of spending – total PPG spent and total remaining

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children. They will ensure that there is an annual statement to parents and carers of how the pupil premium has been used and the impact it has on eligible children. This statement will be published on the school website.