

Pupil Premium Policy 2019-22

Philosophy:

At St. Osmund's the spiritual, social, moral and cultural development of all our children and being safe is paramount. We believe that the most important function of the school is to maintain an environment in which every member of the school is able to achieve success and self-fulfilment. There must be a total consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy for all others, and place a high value upon individual achievement and personal development.

Statutory Frameworks

Pupil Premium was introduced in April 2011 and is allocated to pupils who are one of the following: Pupils Looked After, pupils who are currently eligible for Free School Meals, pupils who are within a service family, those pupils who have received Free School Meals in the last six years (Ever 6 children). Since April 2014, Pupil Premium Plus has come into effect whereby children adopted from care, or those children who have left care under Special Guardianship order since December 2005, also now receive funds. We also note that Pupil Premium children are also referred to as 'disadvantaged' pupils in some government documents.

The Secretary of State for Education lays down the following terms and conditions on which assistance is given in relation to the pupil premium grant (PPG) payable to schools and local authorities for the financial year beginning 1 April 2018. PPG provides funding for two policies:

- raising the attainment of disadvantaged pupils of all abilities to reach their potential
- supporting children and young people with parents in the regular armed forces

St Osmund's Values

St Osmund's is committed to the development of the whole child. We work with families so that together, every child will achieve their full potential with a complete awareness of a vulnerability amongst some of our children. Our Pupil Premium is bespoke and targeted. These children must leave us on an equal footing to everyone else, they must be ready for Upper school and be able to hold their heads up high ready for the challenges to face them in the next chapter of their lives. We tackle any barriers head on from entry so that we engage early with issues, build trust quickly and start immediately to break down these barriers. High expectations and consistency of progress and achievement for all pupils is embedded throughout our school and this is enhanced further ensuring Pupil Premium is used to maximum effect.

Our key aims include:

- A whole school approach with all members of staff being empowered and accountable for our pupil premium pupils.
- There should be no difference in progress or attainment between pupil premium pupils and non-pupil premium pupils.
- Pupil premium funds will be used to directly benefit and target pupil premium pupils, they will be specifically tailored to meet their individual needs and the provision will include ways which are in addition to and different from other intervention programmes as required.
- All expenditure is evaluated using key performance indicators, including attendance, attainment, progress and punctuality.

- Pupil premium is a key focus of teaching and learning and plays a crucial part in planning, monitoring and assessment.
- Direct involvement by all stakeholders including our Pupil Support Governor – Mrs Julia Benson.
- Close working relationship with our transition schools to ensure a joined up approach that is used to benefit our families - both pre and post transition.

Pupil Premium Funding

We aim to provide provision for every child at St. Osmund's to ensure all our children reach their full potential. Pupils with Special Educational Needs, who are also Pupil Premium, will therefore receive these funds, which will be used to maximise and benefit each pupil on an individual basis bespoke to meeting their needs.

The DfE gives schools the freedom to decide how to use the pupil premium funding, based upon our knowledge of our pupils needs. However we believe the views of all stakeholders are important and we are accountable for the use of this additional funding. Within our school we adopt provision management procedures in order to track the costing of provision, analyse the impact and make decisions regarding cost effectiveness. New measures have been included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Provision and Practices

St Osmund's have a Pupil Premium Register whereby all children are identified on entry to the school and this clearly demonstrates the areas they fulfil the PP criteria and other vulnerable group data. This register is given to every member of staff, including all learning support staff, to ensure everyone is fully aware of whom their PP children are.

No one child is the same and thus this is reflected in the wide variety of ways pupil premium is utilised. The provision provided encompasses both direct approaches to 'diminishing the difference' and other more creative interventions, which subsequently influence academic achievement and very importantly enhance their social and emotional well-being. We believe that pupil premium should be used to impact the wider school but it is also pertinent that the pupil premium is specifically tailored to meet the needs of individual pupil premium pupils, in addition to and in different ways from our other intervention programmes. Interventions for each pupil are decided on an individual, needs-led basis thus enabling the children to benefit from more than one intervention which are directly matched to their needs.

Whole School Provision

At St Osmund's our strategic vision for PP children is to ensure outstanding provision at two levels the whole school level and the specific interventions for each pupil. We have based our approach on research down particularly by the Education Endowment Foundation (EEF). Teaching and learning is enhanced by strong professional development, mentoring and coaching, whilst our school is underpinned by our core Christian values of faith, hope and love. We view both enrichment opportunities and parental engagement key for all pupils in supporting the development of the whole child both inside and outside of the classroom.

Personalised and Targeted Provision

The needs of each child is thoroughly examined and support is carefully selected from a wide range of interventions available to our children and used to create a tailored program of support aimed directly to close the gap. We provide a wide range of specialisms across the spectrum of need and we have created a referral system that engages all relevant stakeholders before provisions are introduced. This ensures that no child slips through the net and provides immediate action to any concerns we have.

Service Pupil Premium (SSP)

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families' face and as part of the commitment to delivering the armed forces covenant. Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

We will facilitate the level of and means of communication between the child and their deployed parents. Pupils will be able to Skype during school hours and will be helped to develop scrapbooks and diaries, highlighting their achievements and day to day school life if they would like to. In addition, staff hours may be required to support the needs of service children when they join a new school as a result of a posting or when a parent is deployed and these hours will be funded by the Service Pupil Premium.

In making decisions on the use of the Pupil Premium funding we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Liaise with transition schools to ensure a joined up approach and sharing of information and strategies in order to continue best practice for the pupils joining or leaving our school.

Roles and Responsibilities

We believe all members of our school community, particularly staff and governors, to be committed to raising standards and diminishing the attainment gaps for our pupils. The Head and Senior Leadership Team are all responsible for implementing this policy but ultimately every member of staff is accountable for their Pupil Premium pupils. The SLT team, SLs, YLs and Head will ensure that all staff are aware of their responsibilities in diminishing the difference of our pupils.

Pupil Premium Lead

The Pupil Premium Lead will be responsible for the following within school:

- Provide a termly report to governors and the Senior Leadership Team with regards to the interventions conducted that term, the costings and the impact.
- Liaise with members of the Senior Management Team to formulate reports into progress made on a termly basis.
- Challenge and question year groups and SLs regarding the interventions in place to support the academic, social and emotional development of children.
- Provide an annual report detailing the provision, progress, cost effectiveness and overall funding spend which is shared with all stakeholders through the school's website.
- Liaise with the school finance team to monitor and track the allocation of funding.

All Teaching and Support Staff

Teaching and Support Staff will be responsible for the following:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up-to-date with teaching strategies and research, which have proven track record in diminishing the differences in attainment and achievement.

The Governing Body

The St Osmund's Governors will be responsible for:

- Ensuring our school complies with legislation and that this policy, along with its other specific stated actions for diminishing the difference is implemented.
- Review and monitor the use of Pupil Premium Funding, with a discussion termly surrounding the report provided.
- Ensuring an annual report to parents is published on the school website detailing how the Pupil Premium Funding has been used to address the issues of diminishing the differences in our school and the impact of intervention.

Staff Training and Development

As a school, we believe it is important to be forward thinking and look for opportunities to develop even further. We will therefore use our in-house expertise as well as additional training to ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through teacher appraisal arrangements, they will make sure diminishing the differences is a priority area of focus for the school.

Monitoring and Review

Our work in relation to Pupil Premium will be reviewed on a termly basis to ensure that it is having the intended impact in diminishing the difference. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year. New strategies will be evaluated robustly and existing educational research will be considered such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

The Pupil Premium Report will be published annually detailing the objectives for the year, the allocated funding and the impact that this funding has had on the pupils.

To be reviewed July 2022