



Pupil Premium Policy

"Love one another as I have loved you." This is the foundation value of St Paul's C of E Junior School. Our longing for each other to flourish, to be the best we can all be, to be fulfilled and happy and fully alive, grows out of the way God does this for each of us first.

Introduction

Pupil Premium (PP) is allocated to schools on a per pupil basis for any child who has been eligible for Free School Meals (FSM) at any time during the preceding six years. FSM is deemed to be the most useful indicator of a child's relative deprivation. Because of the established link between deprivation and educational underachievement, this grant is aimed at giving schools additional resources to support children in successfully engaging with education. It also applies to children currently, and to those who have previously been, in the care of the local authority.

Rationale

PP funding is to ensure that all students are enabled to make better than expected progress and to engage fully in every aspect of school life. Eligibility does not equate to low cognitive ability. Some PP children will be amongst our most able pupils." It is important, therefore, to take account of pupils' starting point and their potential to improve even further. The purpose of PP funding is to accelerate progress.

Aims:

- To ensure that the whole school community understands the issues facing PP children and the moral imperative to ensure that they make the same progress as their peers;
- To hold every member of staff accountable for the progress of these children;
- To ensure that the needs of every child are identified and understood by all staff;
- To ensure all staff adhere to the St. Paul's PP systems and monitor pupil progress accordingly;
- To ensure that every pupil feels empowered through learning, has high aspirations and the belief that they have a voice and can 'write their own script';
- To develop in each pupil the resilience to deal with setbacks with hope and optimism;
- To ensure that PP funding provides additional and appropriate support, addresses underlying inequalities and access extra-curricular and enrichment activities;
- Attainment and progress of pupils at least matches or is rapidly approaching that of other pupils nationally and in school.

Provision

Provision at St Paul's is based on strategies proven to improve learning most dramatically:

- quality first teaching
- effective feedback;
- metacognition - thinking and talking about learning and how to approach a task then evaluating progress;
- 1:1 tutoring;
- peer assisted learning/talk partners;
- involvement in extra-curricular/ enrichment activities.

Support is aimed at accelerating progress so that the vast majority of pupils leave St Paul's at, or above, age related expectations, having made good or better progress.

Accountability

All staff and governors, through their understanding of the school's ethos and values, hold themselves and each other accountable for ensuring that each pupil receives the education and care that ensures that every single pupil flourishes and makes good progress. Research evidence shows that PP pupils are likely to need additional support, so particular organisational focus is required. PP progress is used to inform performance management.

Class teacher

Primary responsibility for progress lies with the class teacher.

They will:

- ensure that clarity of planning leads to effective conceptual understanding by pupils;
- ensure access for every pupil to high quality teaching and learning experiences on a daily basis;

- ensure that quality first teaching is constantly reviewed to be as effective as possible;
- ensure resources are deployed where they can make the most difference;
- provide relevant assessment information to inform the work of the PP Teacher;
- ensure targets are shared with Learning Mentors, PP teacher and imprinted* adult each week;
- provide high quality, ongoing pastoral support;
- work in close partnership with the PP Teacher and share information about the 'whole' child with relevant staff;
- ensure that each PP pupil's entitlement to 1:1 tuition is not undermined by lack of organisation or forward planning;
- closely monitor the impact of support and interventions;
- ensure that effective feedback is given, in line with our PP Promise;
- maintain up to date assessment information, including updating overviews;
- actively seek opportunities to engage with PP parents in person to establish and maintain an ongoing dialogue about the achievements and progress each child is making;
- seek opportunities to involve PP parents in enrichment activities, events and trips, and include consider their feedback when evaluating any activity;
- maintain up to date records as detailed in the PP Diary (see Appendix 1);
- ensure that effective use of the weekly dedicated PP hour results in accelerated progress for each pupil;
- ensure that all messages are delivered by PP pupils to maximize the opportunity for quality dialogue with a range of adults.

Learning Mentors

Learning mentors will:

- share responsibility with class teachers for ensuring PP pupils attend Brainbox sessions on time with the required resources;
- ensure they understand each pupil's learning needs and current targets and work to address them in the classroom;
- share updating for updating class-based folders;
- contribute to the ongoing dialogue between class teacher/PP teacher/imprinted* adult about each child;
- engage with every PP pupil they come across each day;
- positively engage with/celebrate with their 'imprinted' PPG pupil with a focus on talking, the development of vocabulary and the Word of the Day;
- attend all PP training.

Team Leader

Each Team Leader will:

- ensure PP pupils are an agenda item for discussion at weekly team meetings and this is confirmed by the minutes circulated by e-mail to the Leadership Team;
- ensure provision for PP pupils is detailed in all English and Maths planning;
- monitor the progress of this subgroup within their cohort, ensuring the impact of any intervention is positive;
- ensure consistency of approach in order to eradicate any in-year variation in the quality of provision;
- be accountable for the maintenance of each PP Profile Folder across the year group;
- carry out monthly checks of 'celebration' and informal 'contact with parents' records;
- investigate any concerns raised by the PP teacher or senior leaders regarding practice within the year group;
- ensure that the PP Promise is fulfilled by colleagues across the year group.

PP Teacher

The PP Teacher will: satisfy all of the requirements of the PP Promise

- be an advocate for all PP pupils with all stakeholders and relevant outside agencies;
- deliver learning support for each pupil;
- share insights into individual pupil's behaviour for learning, in Brainbox sessions and the classroom;
- meet with parents at parents' evenings;
- where time permits, participate in multi-agency meetings;
- attend Network meetings and training;
- feedback good practice and research evidence to staff and governors;
- deliver training to staff and governors;
- meet with PP governor each term;
- in conjunction with the leadership team, analyse PP performance data;
- contribute to discussions at Pupil Progress Meetings.

PP Governor

The PP Governor will:

- ensure that the FGB are alert to the centrality of PP provision;
- meet each term with the Head and PP Teacher, acting as a critical friend and visiting school on a regular basis to compare the reality of school life with the aspirations of this policy;
- contribute to termly updates to the FGB regarding PP provision and its impact, including End of Key Stage 2 pupil outcomes.

Headteacher

The Headteacher is accountable for ensuring that PP pupils receive good quality teaching and feedback and, through the deployment of funding and resources, any additional support necessary to diminish any difference in attainment or progress.

The Headteacher will produce annual reports for the FGB on:

- contextual information such as number of pupils within each cohort, PP pupils identified as SEND etc;
- outline of the provision delivered over the year;
- 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.

Assessment Lead

The Assessment Lead will:

- provide half termly PP performance data by class, cohort and whole school;
- prepare all PP related documentation for pupil progress meetings;
- update the PP performance data for the SEF.

Office Manager

The Officer Manager will:

- monitor ongoing PP spend and provide half termly update for the Finance and Personnel Committee;
- ensure PP pupils have access to extra-curricular and enrichment activities;
- work in conjunction with the Headteacher to produce the annual PP statement for the website.

The Governors of the school will ensure that there is an annual statement published by 1st May in the public area of the school website on how the Pupil Premium funding has been used, the details of which will be provided by the Officer Manager.

This policy will be reviewed annually.

*In order to further raise the profile of our Pupil Premium pupils, all staff are made aware of who these children are and are expected to actively engage with each of them. Those of you who are parents will be aware of the 'Apgar' score – five basic vital signs measured in newborns to check whether they will thrive. Mick Waters in his book 'Thinking Allowed' suggests five key areas that will help a child to thrive in school:

- articulacy of literacy and numeracy;
- wide general knowledge;
- wide friendships;
- getting on with teachers (and all other adults in school);
- making a contribution to school.

A very basic way to address these areas, is for all adults to greet pupils, acknowledge them and engage in high quality conversation designed to extend vocabulary, including discussion related to the 'Word of the Day'. This needs to be taking place, not only in classrooms but also in corridors, on the playground, in the dining hall and anywhere 'in passing'.

"Pupils who have all these vital signs will typically do well in most schools. They will thrive – whatever their social background, whatever their place on the track. Where the vital signs are less prominent, their chances reduce".

History

| Version | Date | Description |
|---------|----------------|--|
| 1 | September 2015 | Policy produced |
| 2 | June 2016 | Policy reviewed – no changes made |
| 3 | September 2018 | <ul style="list-style-type: none">• Policy reviewed. Foundation value of St Paul's as a church school added.• 'Moral' and 'have a voice' added to the aims section• Class teacher section – bullet points 1 to 4 added, reference made to PP pupils being used to deliver messages, updating overviews and seeking opportunities to involve PP parents.• Team Leader section – final bullet included• Reference to Word of the Day added to the final paragraph of the policy in the section regarding extending vocabulary.• The term PP Champion removed from the policy for consistency as it also referred to PP Teacher.• Section added on role of PP Governor.• Diary updated initials of individuals removed and titles added. |

St Paul's C of E Junior School PP Diary

| Action | SEP | OCT | NOV | DEC | JAN | FEB | MAR | APR | MAY | JUN | JUL |
|---|----------------|-----------------------|--------------|-----------------------|--------------|-----------------------|----------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Review contents of Welcome Pack for new Yr3 PP pupils | | | | | | | | | PP T'CR/cr | | |
| Homework Club letter/ Getonline information sent out (termly) | Sec | | | | Sec | | | Sec | | | |
| Performance Data Analysis | | | | | | | | | | | |
| KS2 SATs and Y3, 4, 5 Test Analysis (incl. question level analysis) | | | | | | | | | | | Assessment Lead & All |
| Target Tracker analysis/Pupil progress meetings | | Assessment Lead & All | | Assessment Lead & All | | Assessment Lead & All | | Assessment Lead & All | Assessment Lead & All | Assessment Lead & All | Assessment Lead & All |
| Statutory Data posted on school website | HT | | | | | | | | | | |
| Scheduled Meetings | | | | | | | | | | | |
| PP Teacher meeting with PP Governor | PP T'cr/PP Gov | | | PP T'CR/PP Gov | | | PP T'CR/PP Gov | | | | PP T'CR/PP Gov |
| PP fixed agenda item at weekly team meetings | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams |
| Monthly PP Folder update | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams | Teams |
| Monthly meeting of HT & PP Teacher | PP T'cr/HT | | PP T'cr/HT | | PP T'cr/HT | | PP T'cr/HT | | PP T'cr/HT | | PP T'cr/HT |
| Parents' Evening appointments with PP parents | | | PP T'cr | | | | PP T'cr | | | PP T'cr | |
| PP Folders | | | | | | | | | | | |
| Profile completed & saved on X and updated | Teacher | | | | Revisit | | | | Revisit | | |
| SWST/GRT/NFER entered onto Overviews | | Teacher | | | | | Teacher | | | | |
| Self-esteem Questionnaire (all pupils) (hard copy of PP's questionnaire given to PP teacher) | | | Teacher | | | | | | Teacher | | |
| Review of photos for X drive photo sheet/Classroom Files | HT | | | | | | | | | | |
| Update Overview Document with Steps | | Teacher | | Teacher | | Teacher | | Teacher | Teacher | | Teacher |
| Monitoring | | | | | | | | | | | |
| PP 'book look' in weekly team meetings | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders |
| Weekly check that provision detailed in planning is specific to each class | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders |
| Monthly check of celebration/contact with parents record | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders | Team Leaders |
| Monthly attendance review | HT/Sec | HT/Sec | HT/Sec | HT/Sec | HT/Sec | HT/Sec | HT/Sec | HT/Sec | HT/Sec | HT/Sec | HT/Sec |
| Check of Steps entered onto Overviews | | | | Team Leader | | | Team Leader | | | | Team Leader |