



Pupil Premium Policy

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 Looked After Children (LAC).

Rationale

The 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. We do not confuse eligibility with low ability and some children will be amongst our more 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 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 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:

- 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 equity, hold themselves accountable for ensuring that each pupil receives the education and care that ensures success. 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:

- provide hard copies of appropriate learning targets, context and resources;
- 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;
- 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;

Appendix 1.

- maintain up to date records as detailed in the PP Diary (see Appendix 1);
- to ensure that effective use of the weekly dedicated PP hour results in accelerated progress for each pupil.

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;
- attend all PP training.

Team Leader

Each Team Leader will:

- ensure PP pupils are an agenda item for discussion at weekly team meetings;
- 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.

PP Champion/Teacher

The PP Champion/Teacher will:

- 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.

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.

Appendix 1.

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:

- articulation 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. This 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".

St Paul's C of E Junior School PP Diary 2017 – 2018

Action	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
Review contents of Welcome Pack for new Yr3 PP pupils									ML/JT		
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
Statutory Data posted on school website	JT										
Scheduled Meetings											
Termly meeting with PP Governor	ML/RL			ML/RL			ML/RL				ML/RL
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
Termly meeting for PP pupils		ML/JT			ML/JT				ML/JT		ML/JT
Parents' Evening appointments			ML				ML			ML	
PP Folders											
Profile completed & saved on X	Teacher										
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	JT										
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	JT/Sec	JT/Sec	JT/Sec	JT/Sec	JT/Sec	JT/Sec	JT/Sec	JT/Sec	JT/Sec	JT/Sec	JT/Sec
Termly check of Steps entered on Overviews				Team Leader			Team Leader				Team Leader