

# ST. PETER'S CHURCH OF ENGLAND PRIMARY SCHOOL



## PUPIL PREMIUM POLICY

### What is the Pupil Premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to:

- local-authority-maintained schools, including special schools, pupil referral units (PRUs), and voluntary-sector alternative provision (AP)
- special schools not maintained by the local authority (NMSS)
- academies and free schools, including special and AP academies

Name	Title	Signature	Date
Richard Unthank	Headteacher/ Pupil Premium Champion		10/02/2022
David Jackson	Chair of Governing Body/ Pupil Premium Governor		10/02/2022
Susan Hunt	Chair of Curriculum Committee		10/02/2022

### **Funding Arrangements**

In the 2020 to 2021 financial year, St. Peter's C of E Primary School received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in reception year to year 6

St. Peter's C of E Primary School also received £1,345 for each pupil who has left local authority-care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to our school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

In the 2021 to 2022 financial year, St. Peter's C of E Primary School will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,345 for pupils in reception year to year 6

The funding for pupils who have left local authority care or who have been/are in local authority care will remain the same as in 2020-2021.

The DfE has given our school the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs:

*'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'*

However, we recognise that we are accountable for the use of this additional funding.

### School Context

- St. Peter's School is a Church of England Voluntary Controlled Primary School for children between the age of 2 and 11.
- The school has a Pre-Nursery Provision (St. Peter's Ark) onsite for 24 two year olds which opened in September 2013. Children from low income families have an opportunity to attend for 15 hours per week.
- The Foundation Stage for pupils between the age of 3 and 5 offers 45 full-time Reception places and up to 90 part-time Nursery places.
- The school has 340 pupils on role.
- The Percentage of pupils known to be eligible for Free School Meals is 41.6%.
- 46.3% of pupils in the school who have received free school meals in one or more of the previous 6 years (Ever 6).

### Aims and Values

We are a fully inclusive school at the heart of the community which encourages learning by providing a welcoming, friendly and nurturing environment rooted in our four Christian Values. These Christian values are central to the ethos of the school, and its teaching, ensuring that every member of the school community, through care and compassion, are treated with the utmost respect as we aim to teach acceptance in a changing world, offering the best possible opportunities and experiences to enable everyone to flourish and fulfil their full potential as a child of God.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements

### Barriers to Learning

At St. Peter's C of E Primary School, we recognise that pupils eligible for pupil premium funding often encounter barriers to their learning. In order to ensure we accurately target our pupil premium funding at removing these barriers, we regularly take the following steps to identify our eligible pupils' barriers to learning:

The Barriers to Learning for some pupils currently in receipt of Pupil Premium may include:

- Communication and Interaction- The children have difficulty with the acquisition and use of language and literacy and numeracy skills when they begin in EYFS and some continue to have difficulties as they move through school.
- Cognition and Learning- Comments and questions indicate difficulties in understanding the main points of discussion, information, explanations and the pupil needs some support with listening and responding.
- There are Speech and Language difficulties for pupils in Early Years and Key Stage 1.
- Social and Emotional Needs- Children may sometimes appear isolated, have immature social skills, be overactive and lack concentration this hinders their learning.

- Sensory Needs of pupils both in the High Needs bases and Mainstream classrooms.
- Most children have limited access to enrichment activities beyond the school.

In order to ensure we accurately target our pupil premium funding at removing these barriers we regularly take the following steps to identify our eligible pupils' barriers to learning:

- We regularly conduct data meetings in each year group and identify areas where pupils eligible for Pupil Premium may be under performing.
- Following data meetings the provision map is updated with individual children identified and the additional support they will receive.
- Regular book scrutinies take place and pupil premium children's books are viewed and evaluated to identify strengths and areas for development.
- Following observing the work the children complete in class alongside assessment information, children may receive one to one tuition in English and Maths where required. This can be up to 10 hours of support in each subject.
- At least one TA in each phase team supports the Pupil Premium children on a morning and afternoon.

### **Evidence Based Strategies**

At St. Peter's C of E Primary School, we recognise that best educational practice is informed by research evidence. As such, in determining how to spend our school's pupil premium allocation, we refer to the following sources:

- <http://educationendowmentfoundation.org.uk/toolkit/>
- [www.pupilpremiumawards.co.uk](http://www.pupilpremiumawards.co.uk)
- The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, 2013.
- The Pupil Premium: an update, Ofsted, 2014.

We acknowledge the significant impact that highly effective teaching has on disadvantaged pupils and ensure that we invest our pupil premium funding into our relentless pursuit of consistently, excellent teaching and learning experiences for all of our eligible pupils. We are committed to ensuring that quality first teaching meets the needs of all learners, and aim to ensure that all teaching is never less than good and much is outstanding. Similarly, we recognise that our teaching assistants should be highly skilled and deployed in such a way as to meet the specific needs of individual pupils. Therefore, this investment comprises:

- High quality CPD for teachers;
- High quality CPD for teaching assistants, closely aligned to their specific role in school;
- Coaching and mentoring for staff at all levels;
- Paired Teaching support programme; and
- Additional staffing to facilitate the delivery of 1:1 and small group tuition.
- Volunteer readers

In addition, we acknowledge that pastoral support is essential in ensuring our eligible pupils are 'school ready' each day so that they benefit fully from the high quality teaching and learning offered. This pastoral support comprises:

- A Nurture Room
- Breakfast Club
- Attendance Welfare Officer;
- A Learning Mentor
- Counselling

### **Pupil Premium Champions**

The pupil premium champions at St. Peter's are Richard Unthank, Headteacher, and David Jackson, Chair of the Governing Body. Their responsibilities comprise:

- A review and update of the Pupil Premium Policy on an annual basis;
- Ensuring that ALL pupils eligible for pupil premium funding are identified;
- Ensuring that ALL leaders/teachers and support staff are aware of who the pupils who are eligible for pupil premium funding are;
- Coordinating the regular identification of the School's eligible pupils' barriers to learning;
- Analysing end of year achievement data for pupils eligible for pupil premium and determining priorities for improvement;
- Sharing priorities for improvement with the School's governing body and nominated governor for pupil premium, contributing to pupil premium spending plans;
- Writing the school's pupil premium development plan or incorporating the school's pupil premium development plans into the school improvement plan;
- Monitoring the academic progress of pupils eligible for pupil premium on a termly basis and sharing analysis with ALL stakeholders;
- Undertaking regular/pupil premium learning walks and book scrutinies;
- Undertaking regular pupil premium progress review meetings with class teachers AND teaching assistants;
- Coordinating intervention timetables, ensuring that interventions are targeted to the identified needs of pupils eligible for pupil premium;
- Evaluating the impact of pupil premium spending on eligible pupils' achievement and sharing findings with ALL stakeholders;

### **Identification of disadvantaged pupils**

In order to ensure that the school's vision is achieved, it is essential that all school leaders, teachers and support staff know who our disadvantaged pupils are. Therefore the following steps are taken to ensure ALL pupils eligible for pupil premium funding are identified (see appendix A):

- The school's business manager/head teacher/ pupil premium champion/access the DfE's Key to Success website at the beginning of each term to obtain a list of pupils eligible for pupil premium funding;
- The school's pupil premium champion shares the identified pupil's names with teachers on a termly basis.
- The school's pupil premium champion shares the identified pupil's names with teaching assistants on a termly basis.

### **Achievement**

The attainment and progress of pupils eligible for pupil premium funding is monitored on a termly basis. The following steps are taken if a pupil is identified as not making at least 'good' progress:

- Pupil progress meeting between class teacher, relevant teaching assistant(s) and the head teacher/to establish why each pupil is not making 'good progress' and to develop a responsive action plan;
- Implementation of action plan;
- Review of progress towards achieving objectives in action plan after 2/3/4 weeks and modification to provision made, as required.

### **Intervention Impact Measurement**

In order to ensure that the school's pupil premium funds positively impact on eligible pupils' achievement, we recognise that it is essential to evaluate the effectiveness of any intervention, initiative or strategy that pupil premium funds. Therefore, the following steps are taken;

- The cost of each intervention, initiative or strategy is calculated, accounting for staffing and resources;
- The cost of the intervention, initiative or strategy is divided by the number of pupils, eligible for pupil premium, who have accessed it. This provides a 'cost per head' figure.
- The average progress (in points) for pupils eligible for pupil premium, who have accessed the intervention, initiative or strategy is calculated.
- The average point's progress for each intervention, initiative or strategy is considered against the 'cost per head' and the number of pupils who have accessed it. Interventions, initiatives or strategies that do not deliver at least 'good' progress are not repeated. Interventions, initiatives or strategies that do deliver at least 'good' progress are repeated.

### **Accountability**

The head teacher, school leaders, teachers and teaching assistants are all accountable for the performance of pupils eligible for pupil premium funding and the governors will receive regular updates on how the Pupil Premium Funding is being spent and what impact it is having.

### **Pupil Premium report**

The school produces an annual Pupil Premium report, which complies with statutory requirements and is published on the school's website; [www.stpeters-ce-brotton.com](http://www.stpeters-ce-brotton.com)