



Pupil Premium Policy

Pupil premium is a government scheme that was introduced to improve the educational outcomes of 'disadvantaged' children and support pupils with parents in the Armed Forces. It was launched after research suggested that there was a significant gap between the educational performance of disadvantaged children and their classmates. Compared to other children, many children who are eligible for pupil premium have to face extra challenges daily, such as: attendance issues, lack of confidence and communication difficulties. The premium is provided to enable these pupils to be supported to reach their potential and have experiences and opportunities to support this. The grant provides funding so that schools can provide additional support and improve educational outcomes for children who are faced with these types of challenges. It aspires to 'narrow the gap' in educational progress and outcomes between children considered to be disadvantaged and their peers.

The Government have used pupils entitled to free school meals (FSM), children in care (CiC), children previously in care (CPiC) and Service Children as indicators of disadvantage, 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. At Knutton, St. Mary's CE Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the difference' regarding attainment.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Eligibility

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS-Year 6. Eligible pupils fall into the categories explained below:

- **Free school meals (including eligible children of families who have no recourse to public funds (NRPF))**

Pupils recorded in the most recent October school census as eligible for free school meals and children 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 conditions of grant guidance) in the most recent October census.

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

- **Children of families who have no recourse to public funds (NRPF)**

Pupils who are of migrant families who are ineligible for most social welfare benefits and public housing who are eligible for free school meals.

- **Children in Care (Pupil Premium Plus PP+)**

Pupils who are in the care of, or provided with accommodation by an English local authority. It is for the local authority to decide how much of this funding to pass on to the child's school.

- **Children Previously in Care (Pupil Premium Plus PP+)**

Pupils recorded in the most recent October census who were looked after by a local authority or state care (in or outside of England) immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

- **Service children (Service pupil premium) ***

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces, including pupils with a parent who is on full commitment as part of the full-time reserve service - this includes pupils with a parent who is in the armed forces of another nation and is stationed in England
- Who have been registered as a 'service child' in the school census at any point in the last 6 years
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

**This funding is primarily to offer pastoral support and help reduce the negative impact of changing locations or parental deployment. It can also be used to help improve the academic progress of eligible pupils if deemed a priority by the school.*

Legislation and Guidance

This policy is based on guidance from the [Department for Education \(DfE\) Pupil Premium Overview](#). It is also based on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#). We also explore research from the [Education Endowment Foundation \(EEF\)](#).

Context

Here at Knutton St Mary's 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 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 we are committed to ensuring it is spent to maximum effect. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

Our school motto '**Together We Succeed and Shine**' reflects our high expectations of the whole school community.

When making decisions about using pupil premium funding, we have considered the context of our school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, lower language and communication skills, lack of confidence, more frequent behaviour difficulties, 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'**.

The use of our pupil premium aligns with the tiered approach to strategy described in the EEF's pupil premium guide, such as:

- Supporting high quality teaching, such as staff professional development and continuous improvement.
- Providing targeted academic support, such as interventions and links to classroom teaching and the curriculum.
- Tackling non-academic barriers to academic success, such as attendance, behaviour and social and emotional support.

Our aims are to:

1. Secure effective teaching and learning for all and enhance achievement and wellbeing, irrespective of personal circumstances.
2. Make a commitment to creating a learning community based on high trust and interdependence with explicit values and a shared language, centred on high performance.
3. Our core purpose is the quality of teaching and learning; this underpins all that we do. This involves the deployment of time, commitment and resources to enhance confidence in the quality of teaching and learning and the focus on achievement.
4. Share expertise of leaders and staff across the school community and work collectively to model, monitor and secure effective learning and teaching.
5. Work as a partnership with parents and carers throughout the learning process, accepting accountability and supporting individual needs.
6. Work collaboratively within school and working with other schools and professionals to ensure that the best practices and resources are available and shared with all.
7. Be aware of current and new research and strategies in order to best support all children.
8. Underpin all of the above with rigorous and systematic planning, resource management and data-rich strategies to support teaching and learning.

Key Principles

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop growth mind-sets towards learning

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (such as that completed by the Education Endowment Foundation) to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children’s individual needs are considered extremely carefully, so that we provide tailored support in order to accelerate attainment, progress and overcome barriers to learning.

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. whole school strategies
- Share good practice within the school and draw on external expertise
- Provide high quality CPD

- Improve assessment through joint levelling and moderation
- Increasing learning time of basic skills and core knowledge.

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Booster groups and small group learning.
- Enrichment opportunities for life-long learning.

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

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

- Looking at the individual needs of each child and identifying their barriers to learning.
- Regular and thorough communication between home, school and those involved with the child.
- Providing high quality interventions by skilled staff which are tailored to the individual needs of the child.
- Working with other agencies to bring in additional expertise.
- Providing support for parents to develop their own skills to support their children’s learning within the curriculum.
- To manage and support in times of crisis.
- Recognising and building on children’s strengths and achievements to further boost confidence.
- Going the ‘Extra Mile’ for our children.

In our determination to ensure that **ALL** children succeed, we recognise the need for and are committed to providing completely individualised interventions for set periods of time in order to support children in times of need.

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.
- Assessment Data is collected and reviewed at least termly so that the impact of interventions can be monitored regularly.
- Assessments are closely moderated to ensure they are accurate and appropriate.
- Teaching staff and support staff are involved with monitoring pupils in their class and that identification of children is reviewed.
- Regular feedback about performance is given to children and parents/carers.
- Interventions are carefully planned based on the individual needs of the child.
- Interventions are adapted or changed if they are not working.
- We regularly evaluate the impact of pastoral interventions, such as those for attendance and SEMH support.
- A designated member of the SLT maintains an overview of pupil premium spending.
- A designated member of the SLT monitors the attainment, progress and wellbeing of pupil premium children.
- A governor is given responsibility for pupil premium.

Reporting

We will report on the impact of pupil premium spending to the Local Governing Committee on an ongoing basis. The Local Governing Committee will consider the information provided and will ensure that there is an annual statement on the school website outlining how the pupil premium funding has been used to address the issue of diminishing the difference for pupils eligible for pupil premium. This task will be carried out in line with the requirements published by the Department for Education.

Reviewed: Autumn 2023

Authorised: Lynn Davis Executive Principal