

St Cuthbert's C of E Academy Infants and Pre-School

PUPIL PREMIUM POLICY

Review date: September 2024

Philosophy

At St Cuthbert's C of E Academy Infants and Pre-school we believe children have the right to learn and teachers have the right to teach in an atmosphere free from disruption and poor behaviour. To help us achieve this we strive to create a caring Christian ethos where everyone is valued. We have chosen six Christian values which underpin school life.

These are:

- Friendship
- Love
- Respect
- Honesty
- Forgiveness
- Courage

Principles

At St Cuthbert's C of E Infant School, all members of staff and governors accept responsibility for all pupils regardless of background pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. As with every child in our care, a child who is considered to be 'vulnerable' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

The Pupil Premium Grant (PPG)

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for Free School Meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

From September 2014 all students in years Reception to Year 2 will receive a "Free School Meal". This will not affect any parents' rights to apply for FSM to receive the Pupil Premium funding.

The Pupil Premium also provides funding for children who have been

- looked after for 1 day or more
- adopted from care on or after 30 December 2005
- left care under a special guardianship order or a residence order
- children of service personnel (funding will be lower)

Purpose of the Pupil Premium Policy

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on closing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As an Academy in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils. 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.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

We will publish the above information on our website (Infant Pupil Premium). A paper copy will be made available on request. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

How we will make decisions regarding the use of the Pupil Premium

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

- ensure that Pupil Premium funding allocated to our academy is used solely for its intended purpose and specifically targeted to improve the life chances of all eligible students.
- 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 academy and governing body.
- recognise the fact that FSM pupils are not a homogeneous group and may have a wide range of needs. As such the strategies we use to raise attainment and promote progress will take these group and individual needs fully into account.

- use high quality teaching and learning as the preferred way to close the gaps in attainment. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a targeted, monitored and time limited way.

Success Criteria

The evaluation of this policy is based on how the school can close the gap between those eligible for the pupil premium funding and their non-eligible peers. Targets will be identified and evaluated annually and published in a report. The key outcomes for the Pupil Premium Policy are:

- an improving trend over time for progress and attainment
- to promote the participation in extracurricular activities and breakfast club
- effective parental pupil school support, including effective transition
- to share best practice between phases, pre-schoolers to infants and then to juniors
- creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners

Roles and Responsibilities

We expect all members of our academy community to be committed to raising standards and closing the attainment gaps for our pupils.

The Head teacher and Senior Leadership Team

The Head teacher and all members of the Senior Leadership Team (SLT) are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in closing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.

Through planned CPD opportunities, they will make sure closing the gaps is a priority area and focus for the school. It will be the responsibility of the Head teacher to include the following information in the annual report for Trustees:

- the progress made towards closing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- 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

In recognition of the importance, the Finance Manager is responsible for coordinating the implementation of this policy and monitoring spending outcomes. They will record the use of the Pupil Premium on an annual basis to track the allocation and use of Pupil Premium funding, the Head teacher will then evaluate effectiveness and assess value for money. The Head teacher is responsible for identifying the methods of investing the Pupil Premium Funding in order to secure positive educational impact upon PPG children. Additionally, the Head teacher and the Business Manager work together to ensure correct identification of PPG children.

Teaching and Support Staff will:

- 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 those eligible for pupil premium 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 closed and improvements maintained
 - support vulnerable 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 a proven track record in closing the gaps in attainment and achievement
 - class teachers to monitor their own gaps with FSM/Non-FSM pupils and place appropriate intervention in place to close the gaps
 - St Cuthbert's will provide opportunities for staff to engage in a range of professional development opportunities suited to support them in this role. This will support them in implementing successful strategies to accelerate progress of pupils and close the gaps

Governors

Governors have an important role in ensuring our academy complies with legislation and that this policy, along with its specific stated actions for closing the gaps, is implemented.

Governors will regularly monitor the impact of the pupil premium funds. In monitoring and evaluating the work of the school in relation to the Pupil Premium, Governors will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of closing the gaps in our school and the impact this has had. This task will be carried out within the requirements published by the Department for Education and published on the website.

Key Contacts

Finance Manager and Head teacher

Monitoring and reviewing the policy

Our work in relation to the Pupil Premium will be reviewed every half term and report upon on a termly basis to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular interventions or strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

St Cuthbert's recognises the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using.