



Pupil Premium Policy

Reviewed by Ethos and Community Committee	January 2024
Adopted by full Governors	Summer 2024
Signed: <i>J Campbell</i> Chair of Governors: Julian Campbell	Date: Summer 24
To be Reviewed:	Summer 2025

'In the light of Christ we will shine together'

Jesus said: I am the light of the world. John 8.12

Live as children of light – for the fruit of light is all that is good and true and right. Ephesians 5.8-9

Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

PUPIL PREMIUM POLICY

1 Aims

The targeted and strategic use of pupil premium funding will support St. Mary's C of E Primary Academy in achieving our aim of helping all our pupils achieve their full potential. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We believe that all children are created equal and are equally loved in the sight of God and this additional funding allows equality and inclusion for all.

We will:

- Diminish differences between our disadvantaged pupils and their peers.
- Accelerate the progress of all children.
- Support and nurture our children with emotional and mental health wellbeing.

2 Principles

- Develop learning behaviours (independence, resilience, motivation, being reflective, creativity) for lifelong success, building the skills that accelerate the acquisition of knowledge.
- Experience an enriched curriculum to develop good citizenship by finding their own unique skill.
- Develop solid literacy skills, communication skills and a core knowledge base by reducing the barriers they face.
- Develop a love for learning through high aspirations for their own life and future. An educational experience that opens their eyes and challenges their thinking.
- Not all pupils who receive FSM are socially disadvantaged.
- Not all socially disadvantaged pupils are registered for FSM.



- We reserve the right to allocate pupil premium to support any pupil the school has legitimately identified as being disadvantaged, following a needs analysis (See Pupil Premium strategy statement).

3. Specific Barriers to Learning for our children:

- Poor **oral language skills and vocabulary gaps** particularly in our youngest children.
- **Starting points in Reception are low, negatively** impacting children's development as readers.
- Use of formal language in the home to support vocabulary development and **writing ability**.
- Low confidence in their own skills and knowledge resulting in an **apathetic attitude to learning**.
- Poverty, paired with children's understanding of the wider world, leads to low **aspirations**.
- Understanding of the factors that contribute to **wellbeing and physical health**.

4. Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the 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 carefully so that we provide support for those children who could be doing 'even better if...'

5. Provision

The range of provision the governors may consider making for this group could include:

- *Progress, Achievement and Standards.*

We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. We will also use the resources to target disadvantaged children to help them exceed age-related expectations and be challenged.

- *Learning support.*



We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.

- *Pastoral support.*

We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities

- *Extra-curricular and enrichment provision.* This may include:
 - o Small group English/Maths support.h
 - o Use of nurture groups/ELSA/mental health first aider.
 - o Support for enrichment activities, clubs and educational visits.
 - o Use of specialist learning software.
- *Engaging with parents.*

This includes the wider work of the NEST team to develop parental engagement and aspirations.

- *External services.*
- *Uniform. This may include a free sweatshirt and help with P.E. kit (see below).*

We can offer subsidised extra-curricular clubs, trips, school sweatshirts / kit at a subsidised cost for pupils in receipt of Free School Meals (FSM) ; this is offered on a case by case basis reviewed by the Pastoral Team. Please note Universal Free School meals are not the same as FSM.

We can also offer activities for this group. However, any of the above benefits will only be provided if all previous Arbor balances have been cleared.

6. Monitoring and Evaluation

We will ensure that:

- A wide range of data is used- progress/achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment data is collected termly so that the impact of interventions can be monitored rigorously.
- Assessments are moderated to ensure they are accurate.
- Teaching staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed.
- Regular feedback about performance is given to children and parents.



- Interventions are adapted or changed if not working.
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour.
- All leaders, including governors, are responsible for monitoring pupil premium spending, impact and value for money.

The school will evaluate the impact on each pupil at the end of each half term. Evaluation will focus on academic progress and how pupils' self-confidence has developed as a consequence of the intervention.

7. Reporting

We will also report each term to the governing body:

- The progress made towards diminishing differences by year group for pupil premium pupils, compared with the national average.
- An outline of the provision that was made during the term.
- An evaluation of the impact in terms of the progress made by pupil premium children.

We will issue an annual 'Pupil Premium Strategy Statement' online to parents on how the pupil premium funding has been spent effectively, to address the issue of diminishing differences for disadvantaged children.

8. Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring pupils.
- The majority of pupil premium children meet their individual targets.
- Developing confident and independent learners.
- Parents that are engaged and involved in their children's learning.