



ST. LEONARD'S PRIMARY SCHOOL

PUPIL PREMIUM POLICY

“Where everyone is valued so together we can seek excellence.”

Aims

At St. Leonard'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 not about where you come from but 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 proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At St. Leonard's we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak 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".

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

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" mindsets 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 the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Going the Extra Mile

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

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 half termly so that the impact of interventions can be monitored regularly
- 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 they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- The Headteacher maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

The range of provision

- Facilitating pupils' access to education
- Facilitating pupils access to the curriculum
- Additional teaching and learning opportunities

The Inclusion Leader, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Governors' Staffing and Curriculum Committee.

Reporting

It will be the responsibility of the Inclusion Leader to produce a termly report for the Governor's Staffing and Curriculum Committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- an outline of the provision that was made during the term since the last meeting.

It will be the responsibility of the Headteacher to give to the Governing body on a termly basis an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are designed to ensure:

- early intervention and support for socially disadvantaged children
- that the vast majority of socially disadvantaged children will meet their individual targets
- effective parental pupil school support
- there is an effective system for identifying, assessing and monitoring pupils
- there is a whole-school approach to narrowing the gap
- there is a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The achievements, attitudes and well-being of all our children matter. This policy is intended to help to ensure that this school promotes the individuality of all children, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This policy will be reviewed annually.