



# Cropredy C of E Primary School

## Pupil Premium Policy

### **Rationale:**

The Pupil Premium (PP) is additional funding which is given by the government to publicly funded schools in England. Pupils who are entitled to this funding include; pupils who are in receipt of free school meals (FSM) and have been eligible for FSM over the last 6 years, pupils who are looked after by the Local Authority and pupils whose parents are currently serving in the armed forces.

**Purpose** The purpose of this funding is to raise the attainment of disadvantaged pupils and diminish the difference between them and their peers. In addition, it will be used to address social disadvantage and enrich the children's lives. Research has shown that pupils from low income families perform less well at school than that of their peers and that pupils who are entitled to Pupil Premium often face additional challenges such as poor language and communication skills, lack of confidence and issues with attendance and punctuality. Therefore the aim of this policy is to ensure that all pupils who are entitled to PP funding receive the support that they are entitled to. In doing so, targeted provision will enable PP pupils to be able to make the same progress and have the same or similar experiences as their peers.

**Guidelines** The DFE has given schools the freedom to decide how best to allocate the pupil premium funding 'as schools are the best placed to assess what individual pupils need'. There is a requirement to be accountable for the funding.

The Pupil Premium 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.

### **Background:**

The Government has taken pupils entitled to free school meals (FSM), looked after children 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 (for any length of time) over a rolling six-year period.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. At Cropredy Church of England Primary School, a small proportion of children are eligible for Pupil Premium.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any groups of pupils that includes pupil(s) who attract this additional funding that we have legitimately identified as being in need of intervention and support. The challenges are varied and there is no 'one size fits all'.

By following the key principles below, we believe we can maximise the impact of our Pupil Premium funding.

### **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

### **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....."

### **Quality First Teaching**

We will strive to ensure that all children across the school receive good teaching and:

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

### **Increasing Learning Time**

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

- Improving attendance and punctuality
- Providing earlier intervention
- Extended learning out of school hours which could include
- After school
- Extra lessons
- Individual interventions

### **Individualising Support**

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
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise

## **Monitoring and Evaluation**

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, CBGs, sanctions, learning walks, case studies, and staff, parent and student voice
- Assessment Data is collected regularly so that the impact of interventions can be monitored
- Teaching staff and support staff attend and contribute to student 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, engagement and behaviour
- A designated member of the staff, currently the headteacher, maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium
- Solutions to barriers are set up as appropriate

## **Reporting**

When reporting about Pupil Premium funding we will include:

- Information about the context of the school
- Objectives for the year: reasons for decision making; analysis of data; use of research
- Nature of support and allocation: learning in the curriculum; social, emotional and behavioural issues; enrichment beyond the curriculum
- An overview of spending: total PPG (Pupil Premium grant) received; total PPG spent; total PPG remaining
- A summary of the impact of PPG: performance of disadvantaged pupils (compared to non-Pupil Premium children); other evidence of impact such as engagement in after school activities, sport and attendance

It will be the responsibility of the member of staff leading on Pupil Premium, currently the headteacher, to produce an annual report for the Governing Body to include:

- The progress made towards narrowing the gap for PP pupils
- An outline of the provision that was made during the year
- 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

**Date of Policy: 23<sup>rd</sup> January 2020**

**Review Date: January 2021**