



Policy: Pupil Premium
Reviewed: January 2019
Next Review: January 2021
Responsibility: Headteacher/Governors
Category: Teaching & Learning/Inclusion

Nelson St Philip's Church of England Primary School

Statement of Safeguarding Children

At St Philip's Church of England Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read this on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.

Our Designated Child Protection Officer is: Mrs Kathryn Ellidge, our Headteacher

Policy on Pupil Premium

Mission Statement

We love to learn. We learn to love. With Christ as our Guide we love and learn together".

Aims

Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; every child is special in God's eyes.

Pupil premium policy

This policy incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

The school has a positive ethos in which pupils' differences are recognised and valued and that the school supports pupils in becoming confident and independent learners.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding.



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To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Systems, procedures and practice

The operational management of the school's policy for pupil premium is led by the Headteacher and Senior Leadership Team (SLT). Pupils are identified promptly and appropriate support put in place.

The team consists of the following members:

- Acting Deputy headteacher and KS1 leader
- KS2 leader
- Family support worker
- School Bursar

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Acting Deputy headteacher

- Provide termly pupil premium progress reports for Headteacher and governors on the progress of pupils by year group, towards narrowing the gap for socially disadvantaged pupils. Pupil progress meetings will enable the school to assess the progress of those entitled to Pupil Premium funding
- Provide appropriate support and guidance for staff when planning Pupil Premium targets and support
- Liaise with external partners and agencies, where necessary

Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.

School bursar.

- Monitor delegation of funding for Pupil Premium
- Provide information on allocation for Pupil Premium funding via the school website and reports to governors
- Work with designated staff to monitor attendance and evaluate against set targets on PP Plan

Class teachers

- Identify and list pupils in each class – July–September
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

Family support worker

- Maintain a record of pupil progress and impact of family support
- Work with the admin. assistant and acting deputy headteacher to monitor pupil attendance



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- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

Governors

The designated link governor for pupil premium will act on behalf of the governors to monitor and review the progress and impact of pupil premium funding. This will involve regular meetings with the deputy headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success. The Governors will ensure that the school will provide a statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gap, for pupils entitled to Pupil Premium funding.

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive quality first teaching through:

Setting high expectations

- Addressing any within-school variance
- Ensuring consistent implementation of the non-negotiables, e.g. marking and guided reading
- Sharing good practice within the school and draw on external expertise
- Providing high quality CPD
- Improving assessment through joint levelling and moderation

Provision

The SENDco/Headteacher will maintain a programme of support which will be subject to review by the governing body. The range of provision includes:

- Provide small group intervention with an experienced teacher
- Additional teaching and learning interventions with LSAs (Learning Support Assistants)
- 1:1 support
- Provide educational experiences that broaden learning
- Assessment of pupils to identify learning difficulties
- Provide support to facilitate emotional development with staff or external agencies

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 learning support staff and class teachers communicate regularly
- Provide high quality interventions across school
- Matching the skills of the learning support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Utilise volunteer readers
- Provide school to home support to help parents support their children's learning within the curriculum
- Recognising and building on children's strengths to further boost confidence
- Parents are engaged with the school and support their child



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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
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and learning support staff attend and contribute to pupil progress meeting each half 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
- A link Governor has responsibility for pupil premium

The evaluation of this policy is based on how quickly the school can narrow the gap between pupils entitled to Pupil Premium funding and their peers.

This policy will be reviewed annually.

January 2019