

Cam Hopton Church of England Primary School (Voluntary Aided)

Life in all its fullness

Pupil Premium Policy

Document History

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This policy is to be reviewed in line with other related policies and any other documentation from the DfE, Ofsted and Gloucestershire Diocese.

The Pupil Premium

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 peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

The Government has used pupils entitled to free school meals, looked after children and service children as indicators of deprivation, and has 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. Research shows that pupils from deprived backgrounds underachieve compared to their peers. The Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

At Cam Hopton C. of E. Primary School, 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. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At Cam Hopton C. of E. Primary School this is 12.4% of the children.

Recovery Premium

Recovery premium is part of the government's package of funding to support pupils whose education has been impacted by COVID-19.

It is a time-limited grant providing over £300 million of additional funding for state-funded schools in the 2021/22 academic year and £1 billion across the 2022/23 and 2023/24 academic years.

It is focused on pupils who are eligible for pupil premium and pupils in specialist settings. This is because of the additional impact of the pandemic on these students.

Recovery premium allocations are based on pupil premium eligibility. This includes:

- pupils who are recorded as eligible for free school meals, or have been recorded as eligible in the past 6 years
- children looked after by local authorities, referred to as looked-after children
- children previously looked after by a local authority or other state care, referred to as previously looked-after children

Recovery premium allocations for academic year 2023/24 will be calculated on a per pupil basis, based on the following rates.

- £145 per eligible pupil in primary schools

Purpose of the Policy

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

As a school 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.

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 to learning for disadvantaged 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”.

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

- Ensure that Pupil Premium funding allocated to our school is used primarily for its intended purpose.
- 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 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 regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions, with proven evidence of impact, to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. 'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.' However, we are accountable for the use of this additional funding.

Intent

At Cam Hopton C. of E. Primary School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to realise their full potential. We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan priorities. This enables us to implement a blend of short, medium and long-term interventions, and align pupil premium use with wider school improvements and improving readiness to learn.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Although the main aim of the pupil premium is to raise attainment, PPG can also be used to support:

- non-academic outcomes, such as improving pupils' mental health
- non-academic improvements, such as better attendance
- activities that will also benefit non-eligible pupils.

Implementation

When considering the implementation of the Pupil Premium Grant:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM) will be socially disadvantaged. For the purpose of this policy FSM children will include past as well as current recipients.
- 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 socially disadvantaged. Any group will be made up of FSM children and non FSM children, where their needs are similar, or where their needs helps to create a learning environment more conducive to success for all.

- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving FSM will be in receipt of Pupil Premium interventions at any one time.

We aim to personalise the learning and support that we offer for children who are eligible for Pupil Premium Funding, therefore each child has an individual provision map which identifies: barriers to learning; academic and pastoral interventions; analysis of impact. These plans are reviewed frequently. We recognise that it is not just academic barriers that children have to learning, therefore our strategy for improvement looks at the academic, engagement and enrichment barriers to learning, and how we aim to overcome these barriers for children who qualify for Pupil Premium funding.

Setting priorities is key to maximising the use of the PPG. Our priorities are as follows:

- Ensuring children receive Quality First Teach in every class
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Supporting the emotional wellbeing of pupils and their families
- Addressing non-academic barriers to attainment such as attendance and behaviour
- Supporting access to an enriched curriculum beyond the classroom environment
- Ensuring that the PPG reaches the pupils who need it most.

Measuring Impact

All children who qualify for Pupil Premium funding have an individual provision map written for them to ensure that their individual needs are being met. These plans are reviewed and updated frequently. Part of the review process will include looking at internal data and tracking the progress of their reading, writing and maths. All interventions are tracked and the impact is analysed. Where there is no 'hard data' to measure impact, pupil questionnaires allow children to reflect on how the school meets their needs and the impact emotional support, engagement/enrichment opportunities have had on them. This allows us to ensure that we are spending money in areas that have significant impact on the child.

We review Pupil Premium strategy alongside the SDP with the support of the Senior Leadership Team, teachers and Governors. Our policy forms part of our policy cycle.

Reporting

It will be the responsibility of the Head teacher, and Deputy Head teacher, to produce regular reports for the Governing Body, which will include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision in place in the school.
- An evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision.
- The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Development of the Policy

This policy is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy, we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010.

Some pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities, can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

7. Monitoring and Reviewing the Policy

Our work in relation to the Pupil Premium will be reviewed regularly to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular 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 narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

Our annual review will involve staff, pupils, governors and parents and carers.

8. Disseminating the Policy

This Pupil Premium policy, along with the details of actions, will be published:

- on our website (with paper copies available on request in the school office);
- as part of induction for new staff.

We will also use other methods and occasions such as parents' evenings, as appropriate, to share information about the Pupil Premium.

Any appeals against this policy can be made through the governor's complaints procedure.

Cam Hopton CE Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

This school aims to serve the community by providing high quality education and promoting Christian Values.