

**“Learning and achieving together in a caring community”
‘Do to others what you want them to do to you’ Matthew 7:12**

**Ann Edwards Church of England
Primary School**



Pupil Premium Policy

March 2021

Links to other policies / To be read in conjunction with:

The Teaching and Learning Policy
Special Educational Needs and Disabilities (SEND) Policy
Equality Policy

Reviewed & Ratified:	March 2021
Next review:	March 2022
Governing Body:	Full Governing Body (Not yet fully ratified)

Introduction

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.' Sutton Trust, 2014

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 'FSM Ever 6'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children who have been Looked After for one day or more, been adopted from care or left care under a special guardianship order or a residence order.

The Pupil Premium also provides funds for the children of service personnel, known as a Service Premium.

And is written with reference to, and should be read in conjunction with:

- [Pupil Premium guidance from the DfE, Ofsted and the ESFA](#)
- [Education Endowment Foundation Tool Kit](#)
- [Unseen Children: Access and Achievement 20 years on, Ofsted](#)
- [The Pupil Premium: Analysis and challenge tools for schools](#)
- [School Inspection Handbook, Ofsted](#)

And should be read in conjunction with the annual school Pupil Premium Strategy document.

1.0 Purpose of the Pupil Premium Policy

The policy outlines 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 maintained school in receipt of Pupil Premium funding, we are accountable to our parents, carers and school communities 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.

Annually, through our Pupil Premium Strategy, we will publish on our school website specific Pupil Premium information including: the amount of school allocation, plans for spending and the evaluation of previous year's spending.

2.0 How we will make decisions regarding the use of the Pupil Premium?

Ann Edwards Church of England Primary School is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely 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 and carers, 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 and 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 robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school's governing body, supported by engagement with an external Pupil Premium review every three years.
- Recognise the fact that FSM pupils are not an homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and 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, whilst also recognising the importance of developing the whole child through identifying and intervening with their social and emotional development where necessary.
- 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 national tests at the end of the year.

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 our policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Embedding strong teaching, learning and pastoral support throughout the whole school and engendering a pervasive inclusive ethos and high aspirations for all ensures that our strategy for disadvantaged pupils is not something additional but key and central to our provision as a school.

3.0 Roles and Responsibilities

We expect all members of the school community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gaps for our pupils. The Headteacher will maintain an overview of Pupil Premium policy implementation.

3.1 The Headteachers and Leadership Teams

The Headteacher is the named professional for Pupil Premium and, from September 2021, will be the Designated Teacher for Looked After Children.

The Headteacher and their Leadership Team is responsible for implementing this policy, supported by the Family Liaison Officer. Collectively they will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.

The Family Liaison Officer has a key part to play in the implementation of this policy, particularly in the areas of support for service families and pupils, nurture, child welfare and home-school links.

The governing body will identify a Pupil Premium representative who will be the named governor for Pupil Premium.

From Autumn 2021, all staff will have one appraisal objective focused on raising the attainment of disadvantaged pupils.

It will be the responsibility of the Headteacher to report to the Full Governing Body at regular intervals during the academic year, and each year submit a full report.

3.2 Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

The school will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

3.3 The Governing Body

The school's Governing Body has an important role in ensuring their school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

It will have a named Governor who is responsible for ensuring the implementation of this policy in the school.

In monitoring and evaluating the work of the school in relation to the Pupil Premium, the Governing Body will take into account a range of information, including quantitative data (data on progress and attainment) and qualitative data (case studies, views, surveys etc.) as evidence of impact.

Each year, the Governing Body will ensure that there is an annual statement published to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in their school and the impact this has had.

4.0 Monitoring and Reviewing the Policy

Work in relation to the Pupil Premium will be reviewed on a termly basis 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.

The 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 any changes in the funding available under the Pupil Premium Grant.

The school recognises the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using.

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

5.0 Communication of Policy

This policy must be made available on the school's website