



St Peter's

Church of England (Aided) Junior School

Learning and Living Life in all its Fullness

John 10:10 – 'I have come that they may have life and have it to the full'.
Inspired by John 10:10, we strive for all members of our community to learn and live
'Life in all its Fullness'.

PUPIL PREMIUM POLICY

At St Peter's Church of England Junior School, we believe passionately that every child should be able to learn and live 'Life in all its Fullness', is inspired by John 10:10. We are proud of our warm family feel and nurturing environment - a place where every child is known and valued.

We strive to nurture, support and challenge every child to know and achieve their full potential whilst being aspirational for all. We are fully committed to identifying children's needs and how best to support and challenge to ensure equity amongst those more disadvantaged.

We believe that every child deserves to flourish in life. We aim to make every child's journey with us a rich and fulfilling one - one that each child can be proud of. We want all children to feel they belong to our school community and that there are no barriers in their way of success.

Pupil Premium Allocation

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those 'looked after' by the Local Authority and children of forces personnel; they are referred to as 'disadvantaged' pupils.

"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." Source DfE

All schools can choose how they think the money should be best used but they are required to report on the amount of funding received and how the money is spent.

Details on the Pupil Premium funding allocations can be found at:

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant>

How do we ensure that the Pupil Premium is used effectively to meet the needs of learners for whom it is intended?

Leadership and Management

The Senior Leadership Team has developed a clear overview of how the funding should be allocated and a clear understanding of the outcomes expected in improving achievement each year for the targeted groups of children. The spending of pupil premium at St. Peter's Junior School is carefully planned by the Senior Leadership team in consultation with the Governors, to ensure that it helps meet the needs of the target group of children for which it is intended.

It forms an integral part of our School Development Plan, pupil progress meetings and where appropriate is discussed as part of performance management meetings.

Our intention is that through careful monitoring and evaluation, we are able to demonstrate the impact of each aspect of our spending of this funding on the outcomes for children receiving the benefit. This information is compared to the National Data for all children (not just other children within this group), and is reported annually on our school website.

Links to the School Development Plan

The impact of Pupil Premium Funding forms an integral part of the School Development Plan each year.

As a school, we understand that improving the outcomes for this group of children begins with ensuring that the development of the Curriculum and the quality of the day-to-day teaching in each class meets the needs of each learner and these elements always form an important part of the school improvement plan.

Identification of Needs

Pupil premium funding is used to support all children within this category, not just those of lower ability within this group. It is used to ensure that all children from disadvantaged families within the schools are provided with targeted opportunities and support, which helps enable them to raise their aspirations and achieve their highest levels. The spending of the funding focusses on activities, which will improve achievement both directly and indirectly.

Thorough analysis of pupil data particularly in Reading, Writing and Maths ensures that children within this group who are underachieving are quickly identified and reasons for this underachievement are determined. These findings are reported to Governors on a termly basis and any trends discussed.

All teachers are aware of the children in their class who are eligible for the Pupil Premium and take responsibility for accelerating progress where necessary. They check their progress as part of their on-going assessment as well as through the termly pupil progress meetings and provide support within the classroom and/ or liaise with the SENCO for additional support where necessary.

SLT, Pupil Premium lead and class teachers analyse data from interventions and strategies used, to ensure that they are having the intended impact on learning, and to adjust these where this is not the case.

Targeted Funding

In identifying the most effective way of spending the pupil premium the school draws on research evidence (e.g. Sutton Trust toolkit and Education Endowment Foundation – EEF) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievements, such as:

- Effective marking and feedback on pupil's performance

- Identifying individual barriers to learning
- Booster sessions
- Interventions
- Enrichment of the curriculum through trips and visitors to school
- Pupil Progress meetings
- Raising aspirations
- Staff training
- Purchase of Resources
- Tuition

Planned spending for pupil premium funding

This is shown annually on the website under Key Information.

Reporting the Impact of Pupil Premium Funding

We compare the progress and attainment of children within different groups including FSM, Looked after and Forces Children in different ways, during pupil progress meetings, termly, annually and within SLT and Governor meetings as part of our on-going monitoring of targeted provision and impact to ensure that there is not a significant gap and that any gap there is, is closing.

We analyse data from ASP (previously Raise Online) to ensure that there is no significant gap between the achievements of children within this group and all children at the end of Key Stage 2. We track the progress of all our children in school through termly pupil progress meetings and through data analysis meetings with Governors. We also track the progress of children who are receiving intervention strategies to ensure that the interventions are accelerating progress. The impact of pupil premium funding on individual children is discussed regularly by the Raising Standards and Resources committees and the overall impact on pupil outcomes is published on the school website at the end of each academic year.

Policy Review

This document is reviewed every three years through the Resources committee.

Signed
Head teacher

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Chair of Governors

Date: