

St Martin's C of E Primary School



Pupil Premium Policy 2023-2024

Date policy last review: December 2023

Signed by:

_____ Headteacher Date _____

_____ Chair of Governors Date _____

1. Statement of Intent

At St Martin's C of E Primary School, we are dedicated to fostering an inclusive learning environment that raises expectations and outcomes for all and we wholeheartedly embrace the government's goal of addressing all forms of disadvantage, remaining fully committed to ensuring equal access for every learner.

Through recognizing the significance of pupil premium funding, specifically allocated to children receiving free school meals, we aim to tackle social disadvantage and narrow the attainment gap.

It's important to note that not all pupils with free school meals are socially disadvantaged, and conversely, some socially disadvantaged pupils may not qualify for this support which is why the school's Governors exercise discretion in allocating Pupil Premium Funding. We reserve the right to support any pupil or groups of pupils identified by the school as needing additional assistance to achieve enhanced learning outcomes and overall well-being. This approach reflects our commitment to a comprehensive and flexible strategy that recognizes the diverse needs of our students, ensuring that no one is left behind in their educational journey.

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- School Information (England) Regulations 2008
- EEF Guide to Pupil Premium in 2019

This policy operates in conjunction with the following school policies:

- Teaching and Learning policy
- Accessibility Plan
- Equality Policy
- Inclusion Policy

3. Roles and Responsibilities

The Governing Body is responsible for several key aspects related to the effective implementation of the Pupil Premium Policy at St Martin's C of E Primary School. Firstly, they ensure the policy's effectiveness by overseeing its implementation and monitoring its

impact. Additionally, the Governing Body ensures that the school fulfils its statutory duties concerning the utilization of the Pupil Premium Grant (PPG).

The Board actively collaborates with the headteacher to align the school's strategies and activities in relation to pupil premium with the broader School Development Plan. This collaborative effort ensures a cohesive approach to addressing the diverse needs of students. Furthermore, the Governing Board scrutinizes the school's plans for and utilization of its pupil premium funding. This involves a thorough examination and review of the school's Pupil Premium Impact Statement, underscoring the Board's commitment to accountability and the continuous improvement of outcomes for all students.

The Head Teacher, or a designated staff member, will be responsible for presenting a biannual report to the Governors' Curriculum Subcommittee. This report will succinctly cover various aspects:

- **Progress Towards Gap Narrowing:** A comprehensive overview of the progress made, categorized by year group, for socially disadvantaged pupils.
- **Teacher Assessment Data:** Inclusion of teacher assessment data, encompassing phonological assessment, spelling, reading, writing, and math, to provide a tangible demonstration of progress.
- **Comparative Data:** Presentation of comparative data for non-socially disadvantaged pupils within each year group.
- **Provision Overview:** An outline of the provisions implemented since the last meeting.
- **Cost-Effectiveness Evaluation:** A critical evaluation of the cost-effectiveness, specifically gauging the progress made by pupils receiving particular provisions in comparison to other forms of support.

While adhering to Department for Education (DfE) through modified national data provided by the DfE guidelines, the report will primarily focus on detailing the average progress achieved by pupils benefiting from pupil premium-funded support, whilst also comparing schools nationally. This concise and structured reporting approach, created in conjunction with the Business Manager ensures clarity and effectiveness in assessing the impact of interventions on the targeted student population.

This report will also be published on the school's website and parents/carers will be informed when this has been done via the school's Newsletter.

4. PPG Allocation

In line with government expectations the school adopts the following definitions for PPG eligibility:

- Ever 6 FSM: pupils who are eligible for free school meals or have been eligible in the past 6 years.
- Vulnerable: These are students at risk of experiencing difficulties or facing challenges that may impact their well-being, development, or academic progress.

5. Rationale for decisions about provision

St Martin's is dedicated to achieving excellence and upholding high standards, providing a diverse range of provisions to ensure optimal learning experiences for all students, fostering their enjoyment, and promoting success. The school strategically deploys resources based on several key principles:

- **Effectiveness and Impact:** Prioritising resource allocation to maximise progress and achievement for every pupil.
- **Flexibility:** Adapting provisions to meet the evolving needs of learners.
- **Fitness for Purpose:** Ensuring that resources are well-suited to the intended goals.
- **Value for Money:** Acknowledging appropriate accountability to optimise financial efficiency.
- **Equity:** Ensuring fair and impartial distribution of resources.
- **Inclusivity:** Embracing a comprehensive approach that caters to the diverse needs of all students.

Pupil Premium Funding primarily targets the learning needs of children receiving free school meals, with additional support extended to other identified 'vulnerable' children at the Head Teacher's discretion. The school's leadership, facilitated by phase leaders, meticulously monitors the attainment and progress of all pupils. Ongoing and fixed-point assessments, combined with a Graduated Approach guide the identification of learning needs, allowing for tailored teaching approaches. The SENDCO plays a crucial role in this process.

The school emphasises outstanding quality first teaching for all pupils, supplemented by timely, interventions to maximise progress and attainment. When deploying additional support through pupil

premium and other budgetary allocations, the school prioritises options to enhance pupil impact:

- **Facilitating Access to Education:** Ensuring students can effectively engage with educational opportunities.
- **Curriculum Access:** Enhancing pupils' access to the school's curriculum.
- **Targeted Interventions:** Providing support beyond standard classroom provisions through specific programs, such as Guided Reading and Reciprocal Reading.
- **Additional Opportunities:** Offering extracurricular activities like after-school clubs to enrich the overall school experience.
- **Alternative Support and Intervention:** Exploring external options in collaboration with parents when feasible.

In cases where external providers are considered for alternative provisions, the Head Teacher decides based on discussions and advice from colleagues and relevant sources, aligning with the school's comprehensive and student-centric approach.

6. Monitoring Provision

As part of the School's Development Plan, leadership is committed to maximising the use of PPG funding, taking into account expenditure, recruitment, and staff deployment. The school will always explore evidence-based summaries of PPG use, such as EEF's Teaching and Learning Toolkit, whilst also remaining committed to tailoring the strength and needs of each pupil through adaptive teaching in the classroom.

7. Spending Approach

The school adopts a tiered approach to PPG spending by focusing on:

- a) Teaching
- b) Targeted academic support through interventions such as Guided Reading and Reciprocal Reading and Learning Mentor support, where appropriate.
- c) Wider strategies, such as breakfast club, or attendance initiatives

8. Use of CLC and PCLA Premiums

For the children who are 'looked after' (CLA also known as LAC) their premiums are managed by the school's Designated Teacher in agreement with the Virtual School. Spend is agreed at students' Pupil Educational Plan (PeP) reviews to support the academic, social and extra-curricular targets established at the child's PeP. The Designated Teacher will monitor the impact of expenditure on the outcomes

achieved over time and report back to all relevant parties at the follow on PeP review.

9. Evaluating Provision

The overall effectiveness and impact of our initiatives are rigorously assessed on a half-termly basis through a comprehensive process of data analysis and dedicated year group attainment and progress meetings. This evaluation ensures a holistic understanding of the following areas:

Attainment and Progress Outcomes: Regular analysis of student achievements and advancements forms a foundational component of our evaluation.

Feedback: We gather insights from various perspectives, including staff, the child, parents, and relevant professionals. This multifaceted approach ensures a comprehensive understanding of the impact of our interventions.

Examples of Learning: Tangible evidence, such as photographs, recorded learning, transcriptions, or tapes of a child's expressions, contributes to our assessment, providing concrete illustrations of the learning journey.

Our commitment to transparency and accountability extends to the governors' Curriculum Committee, which maintains a monitoring oversight of the utilization of Pupil Premium Funding and the corresponding provisions. This collaborative approach ensures continuous improvement and effectiveness in our efforts to enhance the learning experience and outcomes for all students.

10. Evaluating Provision

In line with guidance from the Department for Education (DfE), parents have the ability to request access to information regarding their child's share of the premium. However, our intervention programs, meticulously planned in advance and accounting for all allocated funding, are not intended to be altered by individual parental choices. Consequently, funding will not be available for parents to arrange their own interventions. Our policy firmly asserts this stance, and the Head Teacher will engage in a meeting with parents to collaboratively determine the most effective and beneficial use of the funding for the individual student.

In the event of any allegation, complaint, disagreement, or appeal concerning the deployment of Pupil Premium Funding, a dedicated

panel of Governors will be convened by the Chair of Governors. This panel serves the essential purpose of impartially and comprehensively considering and addressing any concerns, ensuring transparency, fairness, and effective resolution.

11. Review

This policy will undergo a comprehensive review every three years as part of the school's established cycle. However, flexibility is inherent in our commitment to continuous improvement, and should the need arise due to new information or evolving requirements, and revised policy review may be initiated to promptly incorporate any necessary changes.

This proactive approach ensures that our policies remain responsive and aligned with the dynamic landscape of education, guaranteeing ongoing relevance and effectiveness.