



St. John's Primary Academy

'Growing young minds: a great place to enjoy learning!'

PUPIL PREMIUM POLICY 2021

Reviewed: November 2021

Next review: November 2023

Status: Non Statutory

Governor Lead: Mr D Willars.

Pupil Premium Lead: Mr B. Thornton Deputy Headteacher

This policy incorporates the aims and values of our school.

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.

Aims

The targeted and strategic use of pupil premium funding will support St. John's Primary Academy in achieving our aim of helping all our pupils achieve their full potential while in Primary School. To do this we will ensure that the pupil premium funding reaches the groups of pupils for whom it was intended and that it makes a significant impact on their education and lives. We will:

- Close the attainment gap between our disadvantaged pupils and their peers.
- Accelerate their progress.
- Support and nurture our children from armed forces families to cope with the emotional and other stresses of military life.

Principles

We will continue to ensure that teaching and learning opportunities meet the needs of all pupils.

We will make appropriate provision for all pupils who belong to vulnerable groups.

This includes assessing and addressing the needs of our disadvantaged pupils/pupils from service families.

Although the use of FSM is a generally reliable and nationally accepted method of identifying socially or financially disadvantaged pupils, we recognise that:

- Not all pupils who receive FSM are socially disadvantaged.
- Not all socially disadvantaged pupils are registered for FSM.

We reserve the right additionally to allocate the pupil premium to support any pupil the school has legitimately identified as being disadvantaged, following a needs analysis.

Provision

When making decisions about spending the Pupil Premium it is important to consider and understand the potential challenges and barriers our more deprived pupils might face. Common barriers can be low levels of support at home, poor language and communication skills, low selfconfidence, behavioural or emotional difficulties, and attendance and punctuality issues. This list is by no means exhaustive and each child should be considered individually. The challenges are varied and there is no 'one size fits all' approach.

The range of provision the school may consider making for this group could include:

Achievement and standards. We will use additional class-based or intervention work to accelerate the progress of targeted groups or individuals, so that they can achieve at least age-related expectations. Where appropriate, we will also use the resources to target more able children on FSM to help them exceed age-related expectations.

Learning support. We will enable children fully to access learning and accelerate progress where there are specific barriers other than identified SEN.

Pastoral support. We will work to raise self-esteem, extend the personal skill set and support our pupil premium children to make appropriate choices in order to maximise learning opportunities.

Extra-curricular and enrichment provision. This may include:

Small group learning support.

Use of nurture groups.

Support for enrichment activities and educational visits.

Use of specialist learning software.

Links with parents/carers *The fostering of good relationships between school and families is vital to positive progress for children within school. This will help to develop parental engagement and aspirations.*

External services. Where the need arises we may use pupil premium funding to buy in additional services to support these children and their families.

Measuring and reporting

The school will evaluate the impact on each pupil. Evaluation will focus on academic gains, progress made, pupils' self-confidence and their social and emotional development.

We will also report to the governing board:

- The progress made towards narrowing the gap for pupil premium pupils compared with the national average.
- We will issue an annual statement online to parents on how the pupil premium funding has been used to address the issue of closing the gap for disadvantaged children.

The schools tracking system is used to identify when the performance of deprived pupils is becoming a concern. This highlights when a pupil is attaining below expectations and/or when their progress is too slow.

The achievement of pupils receiving Pupil Premium is a key focus for the subsequent Pupil Progress meetings where decisions about appropriate support will be made. To support this process we will ensure that:

- All staff are aware of who our Pupil Premium and vulnerable children are.
- All teaching staff are involved in the analysis of data and identification of pupils.
- Aspirational goals are set for all Pupil Premium children at regular intervals.
- All Pupil Premium children benefit from the funding, not just those who are underperforming.
- Children's individual needs are considered beyond purely academic performance eg. Social and Emotional development, family situations, barriers to learning and engagement
- The Pupil Premium is identifiable within the budget and a Pupil Premium Strategy is developed and placed upon the schools website.

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 plans and subsequent impact on progress and attainment with a focus on social and emotional development and learning success.

Evaluation

The success criteria for this policy are:

- A removal/narrowing of the gap between the performance of pupil premium pupils and that of their peers.
- An effective system for identifying, assessing and monitoring pupils.
- The majority of pupil premium children meeting their individual targets.
- Developing confident and independent learners.
- Parents that are engaged and involved in their children's learning.