



St Chad's CofE Nursery and Infant School

Pupil Premium Policy

School Leader: K Hewitt

Link Governor: N Iqbal

Policy Approved **Signed: N Iqbal** **Date: 01.10.2020**

Policy Reviewed Signed: Date:

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Statement of Intent

LOVE God LOVE Neighbour LOVE Self *(Matthew 22:36)*

Our school vision takes inspiration from and is deeply rooted in the Greatest Commandment:

"Love God with all your heart and with all your soul and with all your mind and love your neighbour as yourself".

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of **love, friendship, compassion and respect** sit at the heart of our school community and underpin every aspect of school life.

Love: "Do everything with love". *(Corinthians 16:14)*

Friendship: "Encourage one another and build each other up". *(Thessalonians 5:11)*

Compassion: "Be kind to one another". *(Ephesians 4:32)*

Respect: "Treat others as you want to be treated". *(Luke 6:31)*

At St Chad's, we consider the role that we play in our children's education is an immense privilege. During their time in our school, our children will lay many important foundations and achieve many significant milestones that will help carve their future towards becoming happy, well-rounded and successful lifelong learners. We want every child in our care to:

- know that they are loved, special and valued;
- experience life in its fullness and achieve their fullest potential;
- have a high self-regard and positive mental health;
- make excellent educational progress, regardless of their background or starting points;
- show compassion and respect towards themselves, each other and their world.
- be equipped with the necessary skills and character to overcome challenges that they may encounter in life;
- flourish with their unique God-given talents in all that they choose to do.

At St Chad's, we believe that the highest possible standards can only be achieved by having the highest expectations of **all** children. As a school, we recognise that children have different needs, and we understand that treating children equally does not always mean treating them all exactly the same. We recognise that for some children extra support is needed to help them to achieve and be successful.

At St Chad's, we understand that the most important lever we can use to improve outcomes for disadvantaged children is quality first teaching (Education Endowment Fund, 2019). Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential. We are also committed to focusing on non-academic factors such as improving attendance, behaviour and providing social and emotional support.

In order for us to do this we will use the pupil premium grant (PPG). The PPG was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC (Look After Children) and previous LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available, the school's strategy for spending the PPG effectively, and the procedures for ensuring the funding is allocated correctly.



Legal Framework

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

- Children Act 1989
- Equality Act 2010
- DfE (2018) Promoting the education of looked-after children and previously looked-after children.
- NCTL and the Teaching Schools Council (TSC) (2018) Effective pupil premium reviews.
- Education Endowment Foundation (EEF) (2019) The EEF Guide to Pupil Premium.
- ESFA (2020) Pupil premium: conditions of grant 2020 to 2021/
- Ministry of Defence (MoD) (2020) The Service Pupil Premium: what you need to know.

PPG Allocation Rates

For the financial year 2020 to 2021, grant allocations are as follows:

Disadvantaged Pupils	PPG amount per pupil
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,345
LAC as defined in the Children Act 1989- children who are in the care of, or provided with accommodation by an English LA	£2,345
PLAC who have ceased to be looked after by a LA in England or Wales because of adoption, a special guardianship order, a child arrangements order, or a residence order.	£2,345
Service Children	
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD.	£310

Objectives

- To narrow the gap between the educational achievement of these pupils and their peers.
- To allow our children to make excellent educational progress regardless of their background or starting point.
- To allow our children experience life in its fullness and achieve their fullest potential.
- To address non-academic inequalities such as, attendance, behavior and social-emotional support.
- To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- To ensure that PPG reaches the pupils who need it most, but that we also support our most disadvantaged children not in receipt of PPG.
- To work collaboratively with parents of pupils to effectively and collectively ensure pupil's success.
- To make a significant, positive impact on the education and lives of these pupils.

How PPG can be spent

Under the terms of the PPG, the funding may be spent in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school.
- For the benefit of pupils registered at other maintained schools or academies.
- On community facilities, i.e. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

If the PPG is not used within the academic year, some or all of it may be carried forward to the following year.

Our long-term strategy for success

We maximise use of the PPG by:

- Assigning a pupil premium/ disadvantaged parental engagement lead to champion the educational needs of PPG recipients and ensure the implementation of this policy.



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- Ensuring PPG funding and spending can be identified within the school's budget and is reflected in the SDP.
 - Consulting the pupil premium lead, governors, staff and parents when deciding on decisions for individual children, to ensure the best possible outcomes for them.
 - Assessing the individual provisions required for each pupil in receipt of the PPG so their individual needs are met.

We have adopted a long-term **three-year** strategic plan, aligned to the wider School Development Plan, which contains the following considerations:

- Expenditure
- Recruitment
- Teaching practice
- Staff development

We conduct light-touch annual reviews to inform the plan and form the school's pupil premium statement.

We regularly explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. We also consult the EEF's Families of Schools Database to learn about effective practice in similar schools to St Chad's.

Long-term strategy- what approaches do we focus on.

We focus on approaches that:

- First and foremost, promote and improve quality first teaching.
- Improve communication- listening, speaking and vocabulary.
- Are individually tailored to the strengths and needs of each pupil.
- Are evidence-based.
- Are focused on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies.
- Target parental engagement and have high expectations of parents supporting their child.

We choose approaches that emphasise:

- The role of teaching assistants and how they help ensure the child makes excellent progress.
- An emotionally intelligent approach to the setting of clear behavior boundaries.
- Increasing pupils' understanding of their emotions, identity and the world around them.
- Positive reinforcement.
- Building self-esteem.
- A joined-up approach that involves all of the pupil's relevant professionals.
- A child centered approach to assessment for learning.
- Relationship-building, both with appropriate adults and their peers.

A tiered approach to PPG spending

We operate a tiered approach to PPG spending to ensure spending is both balanced and focused. Spending priorities are as followed:

- 1. Teaching**
- 2. Targeted academic support**
- 3. Wider strategies**

Ensuring effective, quality teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development.



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- A communication focused curriculum.
 - Supporting early career teachers.

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Structured interventions.
- Training and deployment of teaching assistants.
- Improving identification of PP children.

Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:

- Parental engagement.
- Attendance.
- Free school visits.
- Funded school uniform (including PE kits).
- Funded breakfast club.

Example Interventions

We may utilise the following achievement-focused interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps.
- Creating additional teaching and learning opportunities using TAs.
- Targeting pupils who require additional help to reach age-related expectations (our 'golden nuggets').
- Phonics focused interventions for those at risk of not passing the Phonics Screening Check.
- Talk Boost- to focus on speech and language for those children who require it.
- Precision Teaching- to help quickly improve reading or math's knowledge.

We may utilise the following teaching-focused interventions:

- Inset days for whole school staff training.
- External experts to provide training for new initiatives (e.g. Talk for Writing).
- Staff meetings about subjects lead by the 'in school expert' (e.g. Science staff meetings are lead by the Science lead).
- Expectation for teachers to keep up to date with the EEF.
- New evidence findings sent out to the full staff team.

We may utilise the following wellbeing-focused interventions:

- Allocating funds to enable pupils to participate in extra-curricular activities.
- Funded breakfast club and school uniform.
- Attendance initiatives.
- Parent workshops (formal and informal) to encourage engagement and a strong home- school partnership.

We may utilise the following communication-focused interventions:

- Vocabulary interventions for pupils with poor oral language and communication skills.
- Talk Boost/ Word Aware.
- Support for pupils to access a range of off-site trips and experiences.

Use of the LAC and PLAC premiums.

- The designated lead of LAC and PLAC is the head teacher (Ms. K. Leach).
- The LAC Premium is managed by the LA's designated VSH (Virtual School Head).
- The Premium is used to benefit a pupil's educational needs as described in their PEP.



- To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
 - The LAC Premium is used to facilitate a wide range of educational support for the LAC.
 - The designated lead and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively.
 - The designated lead works with the VSH to ensure that all available funding is spent.
 - PLAC Premium is allocated directly to the school.
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- LAC premium and PLAC premium are not personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Use of the service pupil premium (SPP)

The SPP is provided to allow the school to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.

Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces.
- They have been registered as a 'service child' on the January school census at any point since 2015 (known as the 'Ever 6 service child measure').
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme.
- They have a parent who is on full commitment as part of the full-time reserve service.

The school does not combine the SPP with any other form of PPG.

SPP spending is accounted for separately to any other form of PPG.

The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.

The school does not use the SPP to subsidise routine school activities.

Accountability

- Individual targets are set for each pupil in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions (by the member of staff leading the intervention).
- The progress of pupils in receipt of PPG is regularly discussed with class teachers (a focus in pupil progress meetings).
- Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of PPG throughout their inspection and report.
- The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wide pupil premium-eligible cohort.
- The school publishes its strategy for using the PPG on the school website.
- The school publishes a link to the school and college performance tables search tool, as well as the schools' individual performance tables page, on the school website.

Reporting

- The PP lead and headteacher reports annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made.
- The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the PP lead and the governing board,



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- The EEF's DIY Evaluation Guide is used to measure the impact of the school's spending.
 - Information regarding PPG spending is published on the school website.
 - For parents of pupils in receipt of PPG, details of the pupil's academic progress and behavior are sent home in their reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

Pupil Premium Reviews

- If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively evaluate the pupil premium strategy and identify ways to use the PPG more effectively.
- Individual case studies will be created for children who make little progress to determine why.
- If requested to do so by Ofsted, DDAT, or the DfE, St Chad's will commission a pupil premium review.
- The school undertakes reviews in partnership with an experienced independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- The cost of the review reflects the DfE's guidelines that says day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- Where costs are prohibitive, the school considers the use of a joint review with local schools.
- The school may pay an additional cost for the brokerage service providing the reviewer.
- At the end of the review, the school has an improved strategy and plans to implement it.

Overpayments

St Chad's will repay any overpayment of the PPG.

Monitoring and Review

The PP lead is responsible for reviewing this policy..

Appendices Contents

1. School Handout- How do we support our in receipt of PPG children?
2. Pupil Premium Reporting Template.
3. Pupil Premium Strategy Template.



Appendix 1.

How do we support our children in receipt of the PPG?

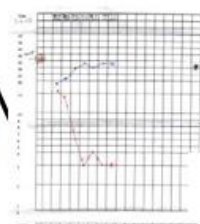


Maths Masterclasses for Parents.



Speech and Language Support.

Specific and Specialist.



Precision Teaching.



New Communities Support.

Targeted Support.

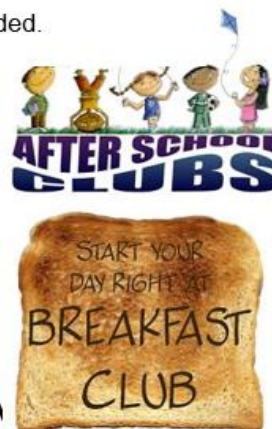


Funded Curriculum Enrichment.

Regular Parent Workshops (formal/informal).



Funded.



Universal Offer.



Communication Friendly Environments



Teaching for Mastery



High Quality Resources





Appendix 2 - Pupil Premium Reporting

Funding Information	
Academic year	
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Amount of PPG received per pupil	£
Number of pupils eligible for LAC and PLAC premium	
Total LAC and PLAC premium received	£
Number of pupils eligible for SPP	
Total SPP received	£
Total PPG received	£
Summary of PPG spending in academic year	
Objectives	
Summary of spending and actions taken	
Staff costs	£
Raising standard costs	£
Outcomes	



1. Summary Information								
School			Strategic Plan	Publication Date	Review Date			
Academic Year			Total PP Budget for			Total EY PP Budget		
Head teacher: Pupil Premium Lead: PP Governor Lead:	Total number of pupils	Y1-2:	Number of pupils eligible for PP		Y1-2:	___% of roll		
		FS2-Y2:			FS2-Y2: 434	___% of roll		
		FS1:			FS1: 27	___% of roll		
1. Attainment for the Last Academic Year								
2018 - 2019				EYFS		KS1		
				PP	National -Non PP	PP	National -Non PP	
% working at the expected standard or above in reading, writing and maths / GLD								
% working at the expected standard or above in reading / ELG								
% meeting the standard in the Year 1 Phonic Check								
% meeting the standard in the Phonic Check by the end of Year 2 (Cumulative)								
% working at the expected standard or above in writing / ELG								
% working at the expected standard or above in maths / ELG								
Other Indicators								
	Overall Attendance	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA		
Attendance								
1. Strategy Aims for Disadvantaged Pupils					Target Date: September 2022			
Academic Performance for Disadvantaged Pupils				EYFS	Phonics Y1	Phonics Y2 Cumulative	KS1	
% working at the expected standard or above in reading, writing and maths / GLD								
% working at the expected standard or above in reading / ELG								



% working at the expected standard or above in writing / ELG									
% working at the expected standard or above in maths / ELG									
Other Indicators									
	Overall Attendance	National All Attendance	National PP Attendance	Persistent Absence (PA)	National All PA	National PP PA			
Attendance									
Other Indicators Specific to School (e.g. exclusion rates for PP)									
1. Spending Priorities and Rationale for the Current Academic Year									
Teaching Priorities									
Barriers to Learning									
Priority								Activity to be Funded from the PP Budget	
Priority 1									
Priority 2									
Projected Spending for Current Academic Year								£	
Targeted Academic Support									
Barriers to Learning									
Priority								Activity to be Funded from the PP Budget	
Priority 1									
Priority 2									
Projected Spending for Current Academic Year								£	




Wider Strategies			
Barriers to Learning			
Priority			Activity to be Funded from the PP Budget
Priority 1			
Priority 2			
Projected Spending for Current Academic Year			£
1. Monitoring and Implementation			
Area	Challenge	Mitigating action	
Teaching			
Targeted support			
Wider strategies			
1. Review of Last Year’s Aims and Outcomes ¹			
Aim	Outcome (What happened? Do you still need to do more work? Or are there new priorities?)		
Progress in Reading and Writing			
Progress in Mathematics			
Phonics			
Other Indicators			

¹ For future strategy documents, indicate progress towards achieving the three year goal.



Annual Overview 2020- 2021

Teaching <i>(e.g. Professional Development; Recruitment and Retention; Support for Early Career Teachers)</i>	Total Spend: £	<div>Our Tiered Approach</div> 	Targeted Academic Support <i>(e.g. Structured interventions; Small group Tuition; One-to-One Support)</i>	Total Spend: £
<div></div>	Spend		<div></div>	Spend
			Wider Strategies <i>(e.g. Behaviour Approaches; Breakfast Club; After school enrichment which are broad, balanced, and experiential; Increasing Attendance)</i>	Total Spend: £
Total Spend				£

Please refer to the DfE PP Guidance Database for Target Setting

<https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability-premium-guide/>

<https://www.gov.uk/guidance/pupil-premium-strategy-statements-database/>

and the EEF's Pupil Premium Guide and Family of Schools'

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil->

<https://educationendowmentfoundation.org.uk/tools/families-of-schools->



