



Eccleston C.E. Primary School
"Let Your Light Shine" - Matthew 5:16

Pupil Premium Policy

Teaching, Learning and Personnel Committee

Reviewed: Spring 2021

Approved by Curriculum Committee: Spring 2021

Approved by Full Governing Board: Spring 2021

Signed by Chair of Governors:

Review Date: Spring 2022

ECCLESTON CE PRIMARY SCHOOL

Our Vision Statement

At Eccleston C of E Primary School we are united in our vision to prepare our children for life in the modern world.

We will do this by instilling a lifelong love of learning and embedding Christian values that reflect the example Jesus has set.

We strive for excellence in all we do, enabling all members of our school to flourish.

Pupil Premium Policy

This policy should be read in conjunction with the Pupil Premium Strategy, available via the school's website. For further details on Looked After Children, please refer to the Looked After Children Policy, available on the school website.

Introduction

Research has shown that material deprivation can influence educational outcomes by reducing the educational resources that families can provide by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health, family stress, low levels of parental education and parental involvement in their children's education, low levels of cultural and social capital and low aspirations.

As a result, there is a wide gap between the attainment of pupils from deprived backgrounds and others at all educational stages. The additional funding provided through Pupil Premium was introduced by the government in April 2011 in order to help schools close the gap. Entitlement to free school meals (FSM) is used as a proxy for deprivation. A fixed amount is allocated to schools for each pupil registered for FSM* at any point in the last six years (known as Ever 6 FSM). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

The Department for Education has stated that schools: 'are free to spend the Pupil Premium as they see fit'. However, as with all public money, schools are required to spend the grant for the purpose that it was intended and will be accountable through the following:

- the performance tables which show the performance of disadvantaged pupils compared with their peers; and
- the new Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, in particular those who attract Pupil Premium.

*This is a means-tested allowance and is different to the government initiative to provide all pupils in Reception and Key Stage 1 with a funded lunch.

Intent

At Ecclestone, we aim to promote an effective use of the Pupil Premium grant. We regard all pupils as unique and aim to ensure that they receive challenge and support to meet their needs, from those with a Special Educational Need or Disability (SEND) to those that are highly gifted.

Implementation

At Ecclestone, our expectations are high for all pupil groups and individuals. We do not equate deprivation and challenge with low ability. We know that not all pupils who qualify for FSM are socially disadvantaged and not all socially disadvantaged pupils qualify (or are registered for) for FSM. We therefore focus on the needs and levels of progress of all pupils.

All our teaching and learning strategies are designed to meet the needs of individuals and groups. Additional support is integrated into our teaching. The use of Pupil Premium funding will be allocated to activities which are most likely to have an impact on progress and achievement.

Impact

At Ecclestone we believe that appropriate spending of the grant (to include targeted teaching and enrichment activities) will result in pupils entitled to the Pupil Premium grant maximizing their progress across all areas of the curriculum including promoting positive social, emotional and mental well-being.

As we aim to ensure that support will not socially isolate pupils, it is likely that all children at Ecclestone will benefit from the Pupil Premium funding in some way.

Roles and responsibilities

Adults at Ecclestone who have responsibility for Pupil Premium are:

Head teacher (HT): Katie Prescott

Governor: Susan Willan

PP coordinator: Susanne Wearden

All class teachers

Governing Board

The Governing Board will approve the overall strategy for deploying Pupil Premium funding prepared by staff in school.

The Governing Board will hold school staff to account for implementing the school's strategy and for evaluating the impact on the achievement of targeted pupils.

The Chair of the Finance Committee and our Pupil Premium Governor will ensure that the Pupil Premium grant is used to support eligible pupils.

The Chair of the Teaching and Learning Committee and our Pupil Premium Governor will monitor the impact of the increased support on the achievement of targeted pupils.

Head teacher (HT) and Pupil Premium Coordinator (PPC)

At Ecclestone the HT takes overall responsibility for leading the Pupil Premium Strategy. The HT and PPC will:

- organise termly Pupil Premium Strategy meetings with the PPC to discuss and review the impact of spending and practice;
- use data to produce targets which aim to reduce the gap between Pupil Premium pupils and their peers;
- produce termly reports for governors showing the progress made by Pupil Premium pupils;
- study work and make observations of targeted pupils; and
- evaluate the impact of the way in which the Pupil Premium grant is used.

Teachers

All staff are expected to have an in-depth knowledge of the pupils they teach especially pupils with SEND and those who qualify for the Pupil Premium grant. They will establish where support could best challenge and support their Pupil Premium pupils and work together with the PPC to monitor and evaluate the impact of resources and interventions used.

Spending the grant

Staff at Eccleston aim to accelerate the progress made by *all* Pupil Premium pupils, including those that are high achievers. As well as trying to accelerate progress for middle attainers, we also aim to close the gap between SEND or lower achieving pupils and the other children in their class. We aim to increase progress and attainment, confidence, aspirations, engagement and involvement.

Strategies may include:

- additional adult support in the classroom;
- 1:1 intervention programmes;
- nurture and friendships sessions;
- counselling and play therapy;
- concrete resources;
- sports or other out-of-school clubs;
- music lessons; and
- English or Maths booster sessions.

Evaluating impact

Staff will evaluate the impact of Pupil Premium funding on children in their classes considering the value of both educational support and other provision given.

Discussions or surveys done with pupils will provide evidence of whether there is increased confidence, greater aspirations and more involvement in learning at the end of each year.

The HT, PPC and class teachers will evaluate that impact of support through the scrutiny of work and observations and evaluate the impact of Pupil Premium spending through the analysis of data. Where progress is not improving, strategies will be adapted or changed.

All information will be used to gauge which support strategies had the greatest impact on pupil progress. This in turn will help staff to decide how the grant is best used in the future.

An impact statement is prepared at the end of each school year and made available to view on the school website. The annual impact statement influences the design of the Pupil Premium Strategy for the following school year.