

Mission statement and aims

At Emmanuel Church of England Primary School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible.
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically. We stress the fundamental principle;

“Always treat others as you would like them to treat you.” Matthew 7:12

At Emmanuel, we have high aspirations and ambitions for our children and we believe that no child should be left behind. Every child with his/her individual needs is a unique gift from God. All members of staff and governors are fully committed to meeting each child’s pastoral, social and academic needs within a caring Christian environment. We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

Pupil Premium Grant (PPG) is additional funding allocated to schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils’ progress and attainment so that they can reach their full potential.

Research shows that disadvantaged pupils underachieve compared to their peers; the Pupil Premium Grant is provided to enable these pupils to be supported to reach their potential. Each year, schools maintained by the local authority receive funds from the Government based on the number of pupils:

- eligible for free school meals (FSM) at any point in the last 6 years
- identified as having left local authority care as a result of:
 - adoption
 - special guardianship order
 - a child arrangements order (previously known as a residence order)

Roles and Responsibilities

The Headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other school staff:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending.

Identification of pupils

We will ensure that:

- All teaching staff and support staff are involved in the identification of Pupil Premium and vulnerable children
- All teaching staff and school governors are involved in the analysis of data

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Analysing Data

We will ensure that:

- All staff are involved in the analysis of school data so that they are fully aware of strengths and weaknesses across the school.
- We use research (Such as the Sutton Trust Toolkit and Education Endowment Fund) to support us in determining the strategies that will be most effective in closing the gap and raising the attainment and progress of our children.

Ongoing improvement of teaching and learning

We will ensure that:

- All children receive daily access to Quality First Teaching within their classrooms as we focus on embedding good practice throughout our school.
- We set high expectations of all our children.
- We continue to ensure our assessments are accurate through cross-phase moderation in school and INSET with other primary schools in the borough of Camden.
- Teachers use analysis of class data to plan specifically for the strengths and weaknesses of their children to ensure optimum progress and attainment.
- We continue to share good practise through modelled lessons, INSET, external training providers and provide high quality CPD for all teaching and support staff.

Provision and Individualised Support

We will ensure that provision:

- Facilitates each pupil's access to education and the curriculum
- Looks at the individual needs of each child and identifying their barriers to learning.
- Considers the whole child and provides opportunities to address the pupil's wellbeing, as well as their academic needs, e.g. through the provision of art therapy.
- Tailors interventions to the specific learning needs of that child.
- Provides earlier intervention so that gaps in learning and barriers to learning are addressed and acted on within an appropriate time frame.
- Matches the skills of teachers and support staff to the interventions they provide.
- Ensures teachers and support staff have regular opportunities to communicate about their children and evaluate progress.
- Involves expertise from outside agencies and that this support is fully utilised.
- Supports the funding of enrichment opportunities and educational visits to enhance pupil's learning opportunities outside the classroom.
- Continues to improve attendance and punctuality to maximise learning time.
- Providing support for parents and carers to support their children's learning within the curriculum.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used such as school and national performance data, pupil's work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment data is collated termly so the impact of interventions can be monitored
- Teaching staff and support staff attend and contribute to pupil progress each term and the identification of children is reviewed
- Interventions are adapted and changed if they are not working

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- Case studies are used to evaluate the impact of individualised interventions, small group and pastoral support led by support staff
- The Sendco is responsible for regularly reviewing and monitoring the progress and attainment of pupil premium children
- The Headteacher and school governors maintain an overview of the spending of the Pupil Premium Grant
- A school governor is given responsibility for Pupil Premium

Reporting about Pupil Premium

When reporting about Pupil Premium we will ensure that we include:

- Information about the context Emmanuel school
- Analysis of Emmanuel School data and national performance data
- Analysis of Pupil Premium pupils compared to all pupils at Emmanuel, within Camden and nationally
- Reasons for decision making such as the type of support provided and why
- An overview of spending: total pupil premium funding received, spent and remaining
- A summary of the impact of Pupil Premium Grant
- Implications of Pupil Premium spending the following year
- School objectives for the year ahead
- Other evidence of impact e.g. Ofsted

Success Criteria

The success criteria for Emmanuel Pupil Premium Policy are:

- That the progress of Pupil Premium pupils exceeds the national average
- That the attainment of Pupil Premium pupils exceeds the national average

Policy reviewed	November 2021
Agreed review schedule	3 yearly
Next review due	November 2024