

St James CE Primary Academy



Together through faith we will aspire to grow in our understanding of ourselves, in our abilities and in our knowledge of God's wonderful diverse world.

Pupil Premium Policy

Review Date: October 2024

At St James CE Primary Academy, we believe that all children have the right to succeed and thrive regardless of socio-economic factors. As a Church of England academy, we have a strong commitment to providing a nurturing environment, where everyone can grow and learn together following the teachings of The Bible. This policy enables pupils who are eligible for the pupil premium grant, (PPG), to make rapid and sustained progress, closing the gap between them and their peers.

Principles

- We ensure that teaching and learning opportunities meet the needs of all children.
- We ensure that appropriate provision is made for children who belong to vulnerable groups. We assess the needs of socially disadvantaged pupils to ensure that their individual needs are met.
- In making provision for socially disadvantaged pupils, we recognise that not all children who receive free school meals will be socially disadvantaged.
- We quickly identify socially disadvantaged pupils who are falling behind and ensure that our provision enables them to close the academic gaps between them and their peers.
- We recognise that there are a range of barriers to children's progress and ensure our provision is flexible in order to be able to respond to individual need.

Eligibility

- All children who have been in receipt of free school meals in the last 6 years.
- All children in care and children with special guardianship orders who are entitled to pupil premium plus.

- We recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium grant to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Children not in receipt of pupil premium or identified as socially disadvantaged may be included in intervention groups.
- Within this group, all children are eligible for intervention. This includes high attaining pupils, those with special educational needs or children with emotional, social and behavioural difficulties.

Monitoring

- Pupil premium funding will be allocated following an analysis of need. We use our assessment procedures, (progress grids), to enable us to identify individual need and make personalised learning plans for children.
- The progress of all children will be monitored termly. Interventions may be changed to meet the changing needs of pupils.
- Depending upon the need of pupils, some children may receive more than one intervention at a time.

Provision

The range of provision the Local Academy Committee may consider for pupils eligible for the pupil premium grant could include:

- Reducing class sizes in order to improve opportunities for effective assessment for learning and accelerated progress.
- Providing 1:1 support for pupils.
- Providing small group intervention strategies in order to close the gaps in learning.
- Additional teaching and learning opportunities delivered by a HLTA.
- Support for extra -curricular activities.
- Support for developing positive self-esteem and learning behaviour.
- Providing resources such as on line licences to support learning at home.

Effective Strategies

Evaluation of pupil premium intervention and OFSTED evaluations have demonstrated that the following strategies are the most effective:

- Teachers and teaching assistants never confuse eligibility for the pupil premium grant with low ability. The focus is always to support the disadvantaged children to achieve the highest levels.
- Intervention staff work very closely with class teachers, ensuring their input supports the learning in the classroom.
- Support taking place in the afternoon is ‘additional’ rather than ‘instead of.’
- Intervention follows the principles of outstanding assessment for learning, where teaching is constantly evolving in response to daily assessments.
- Feedback to pupils is individual, targeted and immediately acted on.
- Intervention staff are aware of the barriers to learning of the individual children in their group.
- Parents are frequently involved and informed of planning and progress.

(See www.ofsted.gov.uk – ‘Spending the Pupil Premium successfully to maximise achievement – the overview.’)

Evaluation

We evaluate the impact of interventions using our progress data. We compare progress of pupils eligible for pupil premium grant with the whole class. Teachers meet each term in pupil progress meetings to report on progress and assess the impact of interventions. Adjustments may be made each term in order to meet the changing needs of pupils.

Reporting

It is the responsibility of the Executive Principal and Head of School to produce regular reports for the Local Academy Committee on:

- The progress made towards narrowing the gap for socially disadvantaged pupils.
- The outline of provision as set out in the provision map.
- An evaluation of the cost effectiveness, in terms of progress made by the pupils receiving a particular intervention, when compared with other forms of support.
- It is the responsibility of the Chair of Curriculum Committee to ensure that this information is made accessible to all LAC members.

- The Governing Body of the school will ensure that there is an annual statement to parents on how the pupil premium grant has been used to address the issues of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Appeal

Any appeals against this policy will be through the trust complaints procedure.