



Pupil Premium Policy

This policy should be taken and used as part of St Anne's Church Academy overall strategy and implemented within the context of our vision, instrument of government aims and values as a Church of England School.

Aims:

At St Anne's Church Academy, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how we will ensure it is spent to maximum effect.

Background

Pupil premium Grant is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period, referred to as Ever6. This fixed amount of money is expected to increase every year for the course of this current Parliament. At St Anne's Church Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish the difference' regarding attainment and progress.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers, but not exclusive for FSM children can be; less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all". Pupil premium children are not a homogenous group and must be treated as individuals.

Key Principles

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

Building Belief

We will provide a culture where:

- staff believe in ALL children;
- there are "no excuses" made for underperformance;
- staff adopt a "solution-focused" approach to overcoming barriers;
- staff support children to develop "growth" mindsets towards learning;
- all staff promote "learning without limits".

Analysing Data

We will ensure that:

- teaching staff and linked governors are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school. Teaching staff use the Ever6 FSM data to inform their teaching, group support and appropriate differentiation;

- we use considered research (Such as the Sutton Trust, Education Endowment Fund) and experiences and successes from other schools to support us in determining the strategies that will be most effective. We are constantly reviewing our practice to use ideas that have been trialled to show success.

Identification of Pupils

We will ensure that:

- ALL teaching staff and where appropriate, class based teaching assistants, are involved in the analysis of data and identification of pupils;
- ALL teachers and class linked teaching assistants are aware of who pupil premium and vulnerable children are;
- ALL pupil premium children benefit from the funding, not just those who are underperforming;
- underachievement at all levels is targeted (not just lower attaining pupils);
- children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving day to day teaching

We will continue to focus upon **all** children across the school receiving quality first teaching, with increasing percentages of outstanding teaching achieved by using our quality staff to:

- set high expectations;
- address any within-school variance;
- ensure consistent implementation of the non-negotiables, e.g. marking and feedback;
- share good practice within the school and draw on external expertise;
- provide high quality CPD;
- improve assessment through internal and external joint levelling and moderation.

Increasing learning time (and maximising learning potential)

We will maximise the time children have to “catch up” through:

- improving attendance and punctuality;
- providing earlier intervention (KS1 and EYFS);
- providing learning mentors at both campuses address any social, emotional and behavioural issues that could potentially affect learning.

Individualising support

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning;
- ensuring additional support staff and class teachers communicate regularly;
- using TAs, teachers and our Learning Mentor to provide high quality group interventions;
- matching the skills and experience of support staff to the interventions they provide;
- working with other agencies to bring in additional expertise
- continuing to develop school to home support;
- Conferencing every Pupil Premium child throughout the year on an individual basis to then provide targeted support, which is documented in their “All about Me” folders.

Providing extensive support for parents:

- to develop their own skills (signposting to services, workshops, Children’s Centre etc);
- to support their children’s learning within the curriculum;
- to manage in times of crisis;
- tailoring interventions to the needs of the child (e.g. self esteem, social skills, circle of friends, 1-1 writing, maths and reading);

- recognising and building on children’s strengths to further boost confidence (e.g. various pupil voice groups – Parliament);
- completing FSM applications;
- offering regular “Listening Ear” sessions to support families.

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- a wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice;
- summative assessment data in reading, writing and maths is collected every old term (three times per year) so that the impact of interventions can be monitored regularly;
- assessments are closely moderated to ensure they are accurate;
- teaching staff, and where relevant, support staff, attend and contribute to termly pupil progress meetings where the identification and progress of children is reviewed;
- regular feedback about performance is given to children and parents;
- interventions are adapted or changed if they are not working;
- case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour;
- a designated member of the SLT maintains an overview of pupil premium spending;
- our Pupil Premium Champion governor is given responsibility for pupil premium and works closely with our Learning Mentors.

Reporting

When reporting about pupil premium funding we will include:

- information about the context of the school;
- objectives for the year;
- reasons for decision making;
- analysis of data;
- use of research;
- nature of support and allocation;
- learning in the curriculum;
- social, emotional and behavioural issues;
- enrichment beyond the curriculum;
- families and community;
- an overview of spending;
- total PPG (pupil premium grant) received;
- total PPG spent;
- total PPG remaining (if applicable);
- a summary of the impact of PPG;
- performance of disadvantaged pupils (compared to non-pupil premium children);
- other evidence of impact e.g. Ofsted, Pupil Premium Reviews;
- case studies (pastoral support, individualised interventions);
- implications for pupil premium spending the following year.

The Governors will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding has been used to address the issue of diminishing the difference for pupils eligible for Pupil

Premium. This task will be carried out in line with the current requirements published by the Department for Education. Lisa Dadds/ January 2018