

# Christ Church C.E & Lewis Street Primary Schools

## Pupil Premium Policy



<b>Date</b>	<b>Spring 2021</b>	<b>Spring 2021</b>
<b>Review Date</b>	<b>Autumn 2022</b>	<b>Autumn 2022</b>
<b>Designated Governor</b>	<b>R. Shaw</b>	<b>D. Jolley</b>

### Mission Statement

*“Love, learn, discover”*

### Statement of Aims

Our main aim across the partnership is to make our schools a special place to work, learn and play. We believe that Christ Church CE and Lewis Street Primary Schools both offer all of its children an excellent education that is full of challenge, interest and fun. We are committed to developing our children academically, socially and emotionally giving them the very best experiences of learning, with lots of trips (including residential), visitors and an innovative curriculum that mixes skills and knowledge with exciting themes, thus helping them to grow into young people who are fulfilled and able to make a positive contribution to society. Our curriculum is carefully crafted to ensure it contributes to pupils’ spiritual, moral, social and cultural development and to their understanding of British Values. Our children are encouraged to build their self-confidence, to develop self-reliance, to take risks without fear of failure and to make informed decisions about their own learning. Everything we do is linked to our 4 values – **EXCELLENCE; RESPECT; CHALLENGE** and **SELF-BELIEF**.

We believe that we can only achieve the best for our children through developing a close relationship between home and school. There are many opportunities for parents and carers to find out about and to share in the education of their children and we are always readily available to talk to parents about any aspect of their child's development. We aim to do this in the context of a warm, welcoming and respectful ethos so that our caring ways are apparent to all who stay with us and so that our children will develop strong and positive values. We believe that children should develop a happy way of being together, that their self-respect leads to a respect for the rights and needs of other children and adults from their own culture and other cultures and from a range of diverse backgrounds.

### 1. Introduction

The Pupil Premium was introduced in April 2011 to provide additional support for looked after children and those from low income families. The extra funding is to help schools narrow the attainment gap that exists between pupils from disadvantaged and more affluent backgrounds. In making provision for socially disadvantaged pupils, the school recognises that not all pupils who receive free school meals will be socially disadvantaged. The school also recognises that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The school reserves the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. We know that we have the professional knowledge and expertise in the education system to ensure that children and

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young people recover and get back on track. Returning to normal educational routines as quickly as possible will be critical to our national recovery. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time. Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit. That is why, alongside the universal catch-up premium, we are launching a £350 million National Tutoring Programme to provide additional, targeted support for those children and young people who need the most help.

In 2019-2020 Christ Church CE Primary School received £135,000 based on 100 pupils who either received Free School Meals or who are Looked After Children or post Looked After Children. This equates to approximately 46% of the pupils on roll. In 2020-2021 the school received £112,700 based on 82 pupils. This equates to approximately 38% of the pupils on roll. The school received £8,522 'Catch-Up' funding for 2020-2021.

In 2019-2020 Lewis Street Primary School received £212,520 based on 161 pupils who either received Free School Meals or who are Looked After Children or post Looked After Children. This equates to approximately 40% of the pupils on roll. In 2020-2021 the school received £216,200 based on 159 pupils. This equates to approximately 41% of the pupils on roll. The school received £17,091 'Catch-Up' funding for 2020-2021.

Schools can choose how to spend their pupil premium money as they are best placed to identify what would be of most benefit.

## 2. Aims

The schools aim is to ensure that its Pupil Premium funding is used to target disadvantaged pupils to maximise attainment and achievement by:

- Ensuring that teaching and learning opportunities meet the needs of all of the pupils, particularly those who belong to vulnerable groups, this includes socially disadvantaged pupils.
- Having high expectations. School will never confuse eligibility for the Pupil Premium with low ability.
- Allocating Pupil Premium funding following a 'needs analysis' which will identify priorities of individuals, groups or cohorts. This is supported by rigorous termly monitoring of those pupils in receipt of Pupil Premium, particularly in Reading, Writing and Mathematics. This ensures that children have the help they need to grasp the basic skills right at the start of their education.
- Using a combination of:
  - High quality day-to-day teaching from class teachers
  - High quality intervention delivered by well-trained support staff
- Using the funding available to employ a range of effective strategies known to support FSM pupils to increase their attainment and achievement.
- Using the funding available in a flexible and responsive manner. The limited funding available may mean that not all FSM pupils will be in receipt of Pupil Premium interventions at any one time.

## 3. Implementation & Provision (Equal Opportunities & Inclusion)

The school's Pupil Premium work will be aimed at accelerating progress moving children to age-related expectations and beyond. Initially this will be in Reading, Writing and Mathematics. As termly monitoring of pupil progress demonstrates that individuals have a good grasp of the basic

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skills, the Pupil Premium funding may be used to target able children on FSM to achieve 'secure' in all year groups from Year 1 to Year 6.

The range of provision the Governors may consider making for disadvantaged pupils could include:

- Group interventions and one to one teaching to promote speech and language particularly in Phase 1 (Nursery; Reception and Year 1) where spoken language skills may have suffered as a result of the pandemic.
- Screening for all Reception pupils in Speech and Language as well as the provision of a speech and language specialist shared with our partner school.
- Additional staffing to provide small group teaching to boost attainment in reading, writing and maths.
- Provision of P4C for all pupils to develop and embed talk; listening and reasoning skills.
- A Children and Families Officer to provide small group and individual work, building social and emotional skills, to enable some learners to engage more effectively with learning programmes and to promote good attendance.
- Provision of Place2Be an on-site school counselling service to provide emotional and therapeutic support to pupils and their families.
- Provision for targeted 'outdoor learning' support for children who may be struggling emotionally and socially; or for those who have specific identified issues. The programme aims to develop children's senses of personal safety, security and self-confidence.
- Provision of breakfast club places for specific learners.
- Funding for music lessons across the whole school.
- Subsidy of educational visits for pupils to support holistic learning and development.
- Additional staffing for EAL pupils and in particular for those pupils at early stages of English acquisition.
- Provision of Tutor Trust in KS2 to work with targeted small groups of pupils to 'catch-up' in reading, writing and maths.

## 4. Reporting & Monitoring

### 4.1 Executive Headteacher and Senior Leadership Team

The Executive Headteacher and Senior Leadership Team are responsible for:

- Preparing an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged pupils. The statement will be made available on the school's website and reported to Governors termly.
- Ensuring that Phase Leaders and SENCOS have:
  - A clear overview of how the Pupil Premium funding is allocated and the impact it is making to outcomes of these pupils and report half termly to SLT.
  - Analyse the gaps in attainment and progress of pupil premium children in their phases and report half termly to SLT.
  - Manage class teachers in their phase to ensure that they know which pupils are eligible for Pupil Premium so that they can take responsibility for accelerating progress.
- Ensuring that Children and Family Officers:
  - Monitoring attendance and behaviour of Pupil Premium pupils as well as other barriers to learning these individuals may experience and report half termly to SLT.
  - To ensure the School Business Manager updates other school policies in relation to Pupil Premium and reports this to Governors.
- Keeping this policy up to date, and ensuring that it is implemented across the school.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

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### 4.2 Governors

The Governing Board is responsible for:

- Holding the Executive 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 Executive Headteacher and Head of School, 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 Executive 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.

### 4.3 Other school staff

All school staff are responsible for:

- 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.

### 4.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority.
- Making sure methods for allocating and spending ensure that looked after children benefit without delay.
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way.
- Demonstrating how pupil premium funding is raising the achievement of looked after children.
- Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

## 5. Monitoring arrangements

This policy will be reviewed annually by the Executive Head teacher. At every review, the policy will be shared with the Governing Board.

## 6. Links with other policies

This policy is linked to:

Educational Trips and Visits  
British Values  
Teaching and Learning Policy

**Date: October 2020**

**Reviewed: October 2021**