

Having faith in God, ourselves and each other as we strive to reach our potential



**Queen's Park C.E./U.R.C.
Primary School**

Pupil Premium Policy

September 2021

*To be reviewed September
2022*

Together we believe, achieve and enjoy.

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Our vision for Queen's Park C.E./U.R.C. Primary School

Together, we believe, achieve and enjoy

Through our vision, we serve our community by providing an inclusive, happy, secure and caring Christian environment where all are valued and respected. We believe that God loves all his children unconditionally and values the uniqueness of the individual and recognise the diversity and range of contributions that each child can make.

Following the Church of England's Vision for Education 'Life in all its fullness' John 10:10, we provide a high-quality education within a creative, stimulating, encouraging and mutually supportive environment where children are enabled to develop the skills they require to become successful.

Our Core Christian Values

Love

Forgiveness

Trust

Respect

Honesty

Hope

Legalisation and Guidance

This policy is based on the pupil premium conditions of grant guidance, published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

In addition, this policy refers to the DfE's information on what maintained schools must publish online.

The Education Endowment Foundation's report 'The EEF Guide to the Pupil Premium' informs this policy and is referenced in the Pupil Premium Strategy which can be found on the school website.

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Intent

Aims of Policy

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

Objectives

1. The pupil premium will be used to provide additional educational support to improve progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers (including closing the gap due to the impact of COVID 19).
3. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for pupil premium and others (taking into consideration the potential underlying inequalities as a result of COVID 19).
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
5. Pupil premium will be a whole school priority, with clear understanding of the pupil premium strategy by all staff and regular reviewing and monitoring of its impact as identified as good practice in the Education Endowment Foundation's report.

"When it is most effective, the pupil premium will sit at the heart of a whole school effort, with all staff understanding

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the strategy and their role within it." Education Endowment Foundation: The EEF Guide to Pupil Premium, June 2019

Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in EYFS up to Year 6. Eligible pupils fall into the categories explained below.

Ever 6 free school meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent October census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked after children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

Post-looked after children

Pupils recorded in the most recent October census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 service children

Pupils:

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- *With a parent serving in the regular armed forces*
- *Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census*

In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

Key Principles

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

- 1. Identification of children*
- 2. Analysing data*
- 3. Improving day to day teaching*
- 4. Increasing learning time*
- 5. Individualising support*
- 6. Monitoring and evaluating*
- 7. Reporting*

Roles and responsibilities

Headteacher, Pupil Premium Champion and senior leadership team

The headteacher, pupil premium champion (Assistant 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*

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- *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*

Governors

The governing board is responsible for:

- *Holding the headteacher and pupil premium champion 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 and pupil premium champion 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*

All 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*

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- 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

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.

Headteacher: Mrs Justine Kellett

Pupil Premium Champion: Miss Jennie Bailey

School Business Manager: Mrs Jan Campbell

Pupil Premium Link Governor: Ms. Marlene Quinn

Virtual Headteacher for St Helens: Mr Paul Ross

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Implementation

Strategies

1. Pupil premium will be clearly identifiable within the budget.
2. The headteacher and school's pupil premium champion, in consultation with the governors and staff, will decide how the pupil premium is spent for the benefit of entitled pupils taking into consideration the context of the school, research evidence (as outlined in the pupil premium strategy) and impact of COVID 19.
3. The school will follow a tiered approach to the allocation of the premium, as advised in the 'EEF's Guide to the Pupil Premium'. Firstly, the school will assess what provision is required in school to improve quality first teaching as a priority. Secondly, the school will assess what additional provision should be made for the individual pupils through targeted support and will consider the views of parents to do so where necessary. The school will also assess any wider strategies required in school to reduce non-academic barriers such as behaviour, attendance and pastoral support.
4. The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the pupil premium and the headteacher and pupil premium champion for the school will report to the governing body and parents on how effective the intervention has been in achieving its aims.
5. We will publish online information about how we have used the premium.
6. We will ensure that parents, governors and others are made fully aware of the attainment of pupils covered by the premium.
7. We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
8. We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children. We will closely monitor the progress of different vulnerable groups within the cohort of pupil premium children.

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9. We will monitor evaluate and review the success of the impact of the pupil premium funding.

Further information on how we allocate the spending of the pupil premium allowance and our implementation aims can be found in the pupil premium strategy on the school website. <http://www.queenspark-st-helens.sch.uk/page/pupil-premium>

Impact

This policy will play an important part in the educational development of the individual pupils who are entitled to the pupil premium. The intended impact for the pupil premium spend is outlined in the pupil premium strategy which is available on our school website as is an annual review of the impact of pupil premium spend for the previous academic year. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use additional funding to promote the achievement and progress of all entitled pupils. Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children should make better progress and achieve higher standards that would have been unlikely without it. The attainment and progress of pupil premium children is monitored termly by the Headteacher and Assistant Headteacher, with flight path children identified who are the monitored throughout the term by Phase Leaders. The impact of the pupil premium spend is monitored by all senior leaders through a rigorous monitoring cycle which specifically identifies the monitoring of standards of teaching and learning and the progress of pupil premium children.

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