



Pupil Premium Policy

Vision statement

At Christ the Sower Ecumenical Primary School we provide the 'good earth' for all our children to flourish; where every child can learn and explore who they are created to be, with the high expectation that we, individually and collectively, will enable every child to be and do the best they can.

A loving place where we all care, learn and grow together.

Members of staff responsible:

- Deputy Head
- Headteacher
- Class Teachers
- Support Staff

Date of policy: September 2022

Policy Intent

At Christ the Sower Ecumenical Primary School, we have high aspirations for all of our children and we believe that no child should be disadvantaged for any reason. We strongly believe that it does not have to be about your starting points in life that determine your future, rather more it is a dedication and commitment to learning that makes the difference between success and failure; a belief that an individual can succeed and build on inner resilience to determine greater future resilience. This school is determined to ensure that all our children are given every chance to realise their full potential with access to teaching that is always at least good and access to effective additional support to ensure that gaps in attainment are closed.

PPG provides funding for 2 separate policies; one for raising the attainment of disadvantaged pupils of all abilities to reach their potential and another for supporting children and young people with parents in the regular armed forces.

The Pupil Premium grant provides funding for:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority.
- Pupils of service personnel.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child

arrangements order or a residence order. These are collectively referred to as Previously-Looked After children [Previous LAC].

The PPG per-pupil rate for 2023 to 2023 is as follows:

- £342 for Early Years
- £1,385 for Primary School

Why has it been introduced?

The pupil premium grant is aimed at addressing the current underlying inequalities that exist between children from disadvantaged backgrounds and their more affluent peers.

The impact of COVID-19 lockdown periods has been wide-ranging and diverse, but research shows that, despite schools being fully back open, and having remained open for certain cohorts throughout the pandemic, the attainment gap has increased between pupils from disadvantaged backgrounds and their peers.

The importance of providing valuable interventions and support for children and young people eligible for the Pupil Premium is more crucial than ever to facilitate catch up through 2022-23, and prepare for additional progress from 2023 and beyond.

While efforts are required for core subjects such as maths and science, a holistic approach is needed to support pupils with social and emotional development too, ensuring good mental health and wellbeing and a sense of safety and security that can foster a quality learning mindset and environment.

We are creative in how we use Pupil Premium, to ensure that it benefits our pupils, as well as engaging with community services to offer further provision

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, including the academically more able who tend to be most at risk of under- performing.

How do we use Pupil Premium money?

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 for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and 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".

The DfE has given us the freedom to use the Pupil Premium money as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

Pupil Premium Grant allocated to us has an impact on narrowing the attainment gaps that currently exist between our disadvantaged pupils and their peers. At Christ the Sower School, Pupil Premium is focussed on raising attainment and narrowing the gap through enabling increased access, creative learning opportunities and more focussed/targeted intervention.

Who are we accountable to?

As a school in receipt of pupil premium funding, we are accountable to:

- the ODBST (Oxford Diocesan Bucks Schools Trust)
- our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupils.
- the new measures included in the performance tables published annually on a national level. They capture the achievement of disadvantaged pupils covered by pupil premium.
- the virtual school head (VSH) in the local authority who looks after children in receipt of the LAC premium to ensure that the money is used without delay for the benefit of the looked-after child's educational needs. The VSH ensures that there are arrangements in place to discuss how the child will benefit from Pupil Premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

As a school, we will encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.

It is important to be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.

As a school, we are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on a school's website. Section 9 of this regulation requires schools to publish *'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'*.

We shall publish the above information. In meeting this requirement, we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium (where we have them) cannot be identified.

We seek to base our policy and practice around current research and tried and tested interventions. We draw on the specialist advice given by the Education Endowment Fund, therefore delivering interventions with a secure reach base. We ensure that we know our school community well and draw our intelligence from the assessments of teaching staff, conversations with children and families and we draw on the knowledge from community leaders including that from the local churches.

Policy Implementation

Our new cultural curriculum has been designed to reflect the standing and interests of the Christ the Sower community, to draw on strengths and to develop areas of learning that build individual cultural and scientific capital so preparing children for life in the 21st century. Our new curriculum is a book-led curriculum placing reading and the acquisition of new and varied vocabulary at the heart of our learning offer so that we are able to successfully develop the cultural capital of our PP children. The needs of our PP children form a core part of our planning to ensure that those disadvantaged are not disadvantaged when learning in our school. We operate a highly inclusive school where no excuses for underachievement are allowed and where there is a solution focussed approach to barriers to learning.

When planning across the curriculum, teachers are expected to identify areas for development for all pupils but with particular reference to those in receipt of the PP. Teachers are expected to plan learning, which may include the pre-teaching of key vocabulary and core concepts, to ensure that PP children access whole class learning at a similar level to all children. Where children require further reinforcement of learning or additional support, staff are expected to put this into place through 'same day interventions' during or immediately after whole class learning so that misconceptions are addressed quickly and do not impact on future learning opportunities.

All staff are expected to know and understand the needs of the individual PP children in their class groups and are expected to ensure that all PP pupils benefit from the funding regardless of starting points; whilst some may need extra support or have identified special educational needs, other children may be more able children who need additional challenge and higher expectation of their learning outcomes.

At Christ the Sower we are very clear that the quality of teaching across the school has to be at least good with increasing areas of outstanding teaching. Senior leaders have high expectations of teaching staff and ensure that the needs of PP pupils are core to the work that they do. Senior leaders ensure that there is a consistency of approach across the school and that high quality CPD is delivered, including that which has a focus on the needs of more deprived children.

Monitoring the performance of PP pupils is key to our drive to improve standards and data for PP pupils is analysed termly and reported at our Governor meetings. Termly pupil progress meetings have a PP focus and senior leaders challenge underperformance over a range of monitoring activities across the academic year. The Deputy Head has responsibility for monitoring PP, analysing performance across the school and reporting to the Headteacher and the Governors.

As part of our implementation of practice for PP pupils, we are aware that sometimes these pupils may need more personalised support that goes beyond our provision for academic development. We know that sometimes life can be harder for children and their families in receipt of the PP. Our Well-being Lead works tirelessly with parents to

ensure that any difficulties can be addressed, and she is able to sign post parents to other forms of support for children and for families.

We work hard to ensure that our wider curriculum offer is open to all of our children and that financial hardship should never be a barrier to enjoying our enhancement opportunities. We work with families and are able to consider specific hardship needs including help with school uniform; this would be on an individual needs basis and can be discussed with the Deputy Headteacher in the strictest confidence.

For all children in receipt of the PP, we offer:

- support towards school trips
- at least 50% off the cost of residential trips
- a free peripatetic school music lessons or 1 club per term (to include an after school club, including those run by external providers)
- supports towards Allsorts- our before and after school club
- free school meal each day
- support towards uniform
- targeted academic support to include tutoring
- wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

The rest of the money is spent towards enhancing learning opportunities.

Assessing Impact

This policy will be subject to review at least annually to ensure that it reflects our current practice and our curriculum will also be reviewed annually to ensure that it meets the learning and social and well-being needs of all of children but in particular those in receipt of the PP.

By analysing data we will assess impact by ensuring that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- we use research (such as the Sutton Trust Toolkit and the Education Endowment Foundation) to support us in determining the strategies that will be most effective.

By identifying pupils we will assess impact by ensuring that:

- all teaching staff and support staff are involved in the analysis of data and identification of pupil needs.
- all children in receipt of Pupil Premium will have their books marked first.
- 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...".

By improving day-to-day teaching, we will continue to assess impact by ensuring that all children across the school receive at least good teaching, by using our SLT to:

- set high expectations.
- address any within-school variance.
- ensure consistent implementation of the non-negotiables e.g. marking and guided reading.
- share good practice within the school and draw on external expertise.
- provide high quality CPD.
- improve assessment through moderation both within school and with other schools.

By increasing learning time, we will maximise the time children have to “catch up” through:

- improving attendance and punctuality.
- providing earlier intervention (KS1 and EYFS).
- extended learning out of school hours - early mornings and after school.

We will ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and the ODBST.

We recognise the fact that pupils eligible for the pupil Premium are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these group and individual needs fully into account.

We will use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions, with proven evidence of impact, to assist our pupils who need additional support in a time limited way.

We will use the Pupil Premium grant for all year groups, not just those taking external assessments at the end of the year.

We will be creative in our use of the Pupil Premium grant for all eligible children to ensure that the support has impact on performance.

A full breakdown of in year PP spending, including analysis of impact, will be reported on our website.