

# *St Christopher's Academy*



## **Pupil Premium Strategy and Policy 2018**

### **Rationale**

'A Rising Tide Sails all Ships'. Our rationale behind raising aspirations, is based on the notion of raising the expectations, level of challenge and aspirations for *all* children. Much of the work we have carried out, including setting ambitious targets linked to performance management and training for all teachers in raising the challenge in the classroom is part of the school development programme and not included on costs. Similarly our work in engaging parents through the Parent's Forum, information sessions, volunteering and workshops and the revision of our practice for setting homework are not part of the spending, but do impact on positively on pupil learning.

We are using the PPG to enhance the provision and target those children who are underachieving. We have used the guidance from the **Sutton Trust** for much of our work.

### **Aims:**

At St Christopher's 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, and we are determined to ensure that our children are given every chance to realise their full potential. This policy outlines how we will Use the funding to ensure it is spent to maximum effect.

### **Background**

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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At St Christopher's Academy we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

### **Key Principles**

**The main purpose of Pupil Premium funding is to ensure that barriers to learning are removed and children who may be disadvantaged are provided with every opportunity to achieve to the highest levels of their potential.**

**Pupil Premium must be linked to raising attainment.**

**The funding can be used to support a wider group of children.**

**Only proportionate costs for the child in care can be calculated.**

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

### ***Targeted Support.***

- We will use robust data analysis to target underachievement and remove barriers to learning for all children. We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective.

### ***Identification of Pupils***

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of our disadvantaged and vulnerable children
- ALL disadvantaged 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....."

### ***Pupil Progress Meetings***

- We ensure that the progress and attainment of our disadvantaged and vulnerable children are a fixed agenda item in all our discussions about children's progress. Their books and work are marked first and their progress is carefully tracked.

### ***Improving Day to Day Teaching***

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of good and better teaching achieved by using our phase leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables of our teaching policy.
- Share good practice within the school and draw on external expertise
- Provide high quality CPD

### ***Increasing learning time***

We will maximise the time children have to raise their achievement.

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

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
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise.

### ***Barriers to Achievement***

The barriers and challenges disadvantaged pupils face at SCA are complex and varied – there is no single difficulty faced by all. We are an average sized primary school, with a vibrant and diverse school community. Just over a third of our children are White British and over 30% speak English as an additional Language. Some of our disadvantaged children have complex and multiple needs such as SEND and limited spoken English.

We ensure we meet the needs of children with SEND and those who underachieve because of external influences through our Family Work and SEND provision.

### ***Adult Learning***

We target vulnerable families and offer support through our Adult Learning Programme. This enables parents to be able to help their children in their core learning skills. We focus on the basic skills and language development in the early years

## **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
- Assessment Data is collected half termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification 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 governor is given responsibility for pupil premium

## **Reporting**

When reporting about pupil premium funding we will include:

- nature of support and allocation
  - Learning in the curriculum
  - Social, emotional and behavioural support
  - Enrichment beyond the curriculum
  - Families and community
- an overview of spending
  - Total PPG (pupil premium grant) received
  - Total PPG spent
  - Total PPG remaining
- a summary of the impact of PPG
  - Performance of disadvantaged pupils (compared to non-pupil premium children)
  - Other evidence of impact e.g. Ofsted, Accreditations
  - Implications for pupil premium spending the following year

The Governing Body 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 closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

**Publishing Information (Please see DfE Guidance below)**

### ***Pupil premium***

***If your school receives [pupil premium funding](#), your funding agreement will state what information you need to publish about it. Regardless of what your funding agreement requires you to publish, we recommend that you publish details of your pupil premium strategy.***

***For the current academic year, we recommend you publish:***

- ***how much pupil premium funding you received for this academic year***
- ***details of the main barriers to educational achievement that the disadvantaged children in your school face***
- ***how you will spend your pupil premium funding to overcome these barriers and the reasons for the approach you've chosen***
- ***how you will measure the effect of the pupil premium***
- ***the date of the next pupil premium strategy review***

***For the previous academic year, we recommend you publish:***

- ***how you spent your pupil premium funding***
- ***the effect that the pupil premium had on pupils***