



Toddington St. George C of E School

Pupil Premium Policy

Approved by:	FGB	Date: 20.11.23
Last reviewed on:	November 2023	
Next review due by:	November 2024	

Let your light shine

Matthew 5:15

St. George's is a loving and caring community and our Christian values are at the heart of everything we do.

Every child and adult in our community is wanted, accepted and respected.

God makes each person unique in many special ways.

Each and every person is precious, bringing special distinctiveness, gifts and talents to the world, things that no one else can; at St. George's we call these our sparks.

Our vision, inspired by the gospel according to Matthew, is that together,
we light our sparks and let our light shine,
living God's love.

At St. George's we are creating a deeply Christian school for our whole community.

Rationale

At Toddington St George we are committed to providing the best possible education for all pupils. We believe that children can achieve in different areas and we aim to recognise, celebrate and develop ability across the whole curriculum for all children.

Our Toddington St Georges philosophy is embodied in the school vision '*Lighting a Spark in Every Child*'. We aim to ensure the teaching and learning opportunities offered via the Pupil Premium Grant support the Toddington St Georges vision of *Lighting a Spark in every child*

1. Aims

This policy aims:

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Grant Allocation

Pupil Premium funding was first introduced in April 2011. It is designed to support those children who are deemed to be from a disadvantaged background. Money is given to schools to enable them to target specific support to improve outcomes for this group of children.

The funding is triggered by the following:

- A child who is currently eligible for free school meals, or they have been during the least six years.
- A child is currently in the care of the Local Authority, or they have been during the last five years.
- A child who has a parent currently serving in the armed forces.

We ensure appropriate provision is made for pupils who belong to vulnerable groups

- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.

Pupil Premium funding will be allocated following a learning needs analysis, attendance and a cultural capital review which will identify priority support, which could be group or individually based. In order to light every child's individual sparks,

we offer a minimum of 10% of the pupil premium funding to target exactly what is needed in order to develop the whole child; this is personalised to each child and is agreed by the Inclusion Assistant Head in conjunction with the children, parents and teachers.

Parents and Carers will be consulted and informed on the offer for their child.

The range of provision that the head teacher and governors may consider making available for the children may include:

- One to one support in reading and writing skills
 - One to one support in maths skills
 - Small group intervention support working with an experienced teacher focusing on narrowing learning gaps
 - Additional teaching and learning opportunities provided by trained teaching assistants, communicators or external agencies
 - Access to extra /co-curricular activities to support learning (e.g. clubs/music)
 - Subsidy for attending school trips; subsidised residential places
 - Ensuring effective assessment of pupils and time for 'over learning' of lessons as necessary
 - Gaps analysis and follow up with Parents/Carers
 - Precision teaching as needed
 - School uniform vouchers
 - Food vouchers
 - Bespoke intervention or support such as accessing therapies or specific professionals
 - Learning resources
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- **Some examples of how the school may use the grant include, but are not limited to:**
- Small group Phonics /Daily reading
 - Increase adults support for Daily reading by the use of parent volunteers
 - Review each child's needs in conjunction with parents, children, teachers and the Inclusion Assistant Head
 - Homework time, via a club or quiet space, to enable access to the full curriculum
 - IT access to enable access to the full curriculum and work with SBM re providing additional support as appropriate
 - Book offers to enhance reading opportunities both in school and in the home
 - Nurture groups, play therapy or social skills groups time.

- Pupil resources will also be targeted to focus on the more able children who receive FSM to achieve Greater Depth.

All of the work will be aimed at offering learning support and nurturing positive attitudes to learning, alongside accelerating pupil progress. The aim is to enable children to move to at least age related expectations unless the child has a clearly identified special educational need.

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding is used primarily for its intended purpose.
- Use latest evidence based research on proven strategies which work to narrow the attainment gap and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- 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.
- Ensure there is regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an 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.
- 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.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Be mindful that we can use the funding to support other pupils with identified needs such as having a social worker or act as a carer.

We know from evidence across the English school system that using Pupil Premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, we will inevitably benefit non-eligible pupils as well.

Roles and responsibilities

The 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
- 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 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 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

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

Monitoring arrangements

This policy will be reviewed every two years by the Inclusion Assistant Head Teacher. At every review, the policy will be shared with the governing board.