



**St John's C of E
Primary & Nursery School
Kingston**

Pupil Premium Policy

Written: Jun 2017
Review: Jun 2019

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Teaching and Learning Committee**

Vision

Our vision is for our children, through the love of God, to respect and understand the Christian values and the beliefs of others. We ensure that our children are happy, successful learners who enjoy learning, make progress and achieve their full potential. Our Christian values will inspire our children, develop their resilience, confidence and enable them to achieve safe, healthy and fulfilling lives, becoming responsible citizens who make positive contributions to society.

Aims:

At St John's, 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. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Rights Respecting School

St John's School is working towards becoming a Rights Respecting School and as such strongly believes in and promotes the United Nations Convention on the Rights of the Child. This policy exemplifies these rights and our practice aims to ensure that Children's rights are at the centre of life at St John's.



Background

The pupil premium is a new government initiative that targets extra money at pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential.

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.. At St John's we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

Context

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".

Key Principles

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 that there are “no limits” to what our children can achieve
- 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

Analysing Data

We will ensure 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 (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- ALL staff are aware of who pupil premium and vulnerable children are
- 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.....”

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Set high and clear expectations
- Give effective feedback
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

PPG funding at St John’s is spent on:

- Improving attendance and punctuality
- Providing early intervention
- Extending learning through Early mornings Maths Club, Lunch Time Club for Athletics/ Reading Eggs
- Breakfast Club
- After School Club
- 1:1 Reading
- Allocating best members of staff to teach small group intervention group in Maths/English/Phonics
- Nurture Group
- Parental Support
- Extra-Curricular Clubs
- Trips/Residential

CPD

- Early years Foundation Stage (EYFS) training
- Challenge in writing
- Further develop writing opportunities in the environment
- EYFS Conference
- Moderation – in school & across local schools
- Best Practice cross borough
- Challenge and Greater Depth writing – whole school
- SEND – ADHD
- Positive Behaviour Management
- Understanding Attachment Issues
- Outdoor Learning Opportunities

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using teachers to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Providing support for parents
 - to develop their own skills
 - to support their children’s learning within the curriculum i.e. parent workshops
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

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 frequently so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching 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
- SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium
- Well-targeted support is provided to improve attendance or punctuality

Reporting

When reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
- Analysis of data
- Nature of support and allocation
- 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)
- Implications for pupil premium spending the following year

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.

Approved by the Governing Body:

Signed Chair of C&C

Signed Headteacher

Date.....

