

St John's Upper Holloway CE Primary School



Pupil Premium policy

October 2021



Our Vision

Jesus said: 'Love each other as I have loved you'. John 15:12

As we are loved, so we shall love.

As we are taught, so we shall teach.

As we are nurtured, so we shall flourish.

Our Mission

- St John's is a small, caring Church of England Primary School. It is committed to supporting our pupils to be happy, successful and fulfilled throughout their lives. We believe that everyone is unique and valued by God. We aspire to be a high achieving school that provides an outstanding education:
 - ❖ promoting the highest standards of teaching and learning, with excellent leadership
 - ❖ being inclusive, celebrating diversity and valuing all religions, faiths, cultures and backgrounds
 - ❖ providing a rich and stimulating curriculum that will inspire and challenge
 - ❖ being a happy, healthy and safe place
 - ❖ providing excellent care, guidance and support with a strong partnership between school, parents and the community.

We seek to promote six Christian values of creativity, thankfulness, truthfulness, friendship, perseverance and courage, each linked by our core value of love. We believe these help to prepare our children for a successful and fulfilling life, so being:

- considerate and respectful with excellent manners
- confident, happy, independent and self-motivated
- co-operative and collaborative
- honest and trustworthy
- resilient, hardworking and determined
- highly principled with moral, spiritual, cultural and social awareness, including shared British Values.

Introduction

All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs. This is an essential, integral part of the spiritual development of the whole school community.

As with all children at St John's, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

Background

The pupil premium is a government initiative that targets additional money at pupils from deprived backgrounds. Research shows these children can underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils to reach their potential and narrow the gap between their achievement and the achievement of their non-deprived peers.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament. At St John's Upper Holloway CE primary school, we will be using the indicator of those eligible for Free School meals at any point during the last six years as our target children to 'narrow the gap'.

We employ strategies that we know will support our pupils increase their attainment, and 'narrow the gap'. We are accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compare with their peers.

Provision

In order to meet the above requirements, the Governing Body of St John's CE Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. Our priority in the academic year 2020-21 is to 'diminish the difference' so that our disadvantaged pupils are making at least good progress and achieving in line with non-disadvantaged pupils nationally. As a result of lockdown due to Covid 19 during Spring and Summer terms 2020, many of the 'gaps' in learning for our disadvantaged pupils are now even greater than before and we will be using both Pupil Premium and Catch Up Premium to help address this.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of our school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through termly pupil progress meetings as well as more frequent meetings between the class teachers and leadership team.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision

- Interventions* that support individual children or small groups with specific specialised teaching, particularly in Maths, reading and phonics;
- Intensive tuition and booster given to pupils during and after school;
- Additional texts, resources and hardware to support targeted teaching and learning;
- Subsidising various arts enrichment activities to boost confidence and resilience, including the Y6 residential trip
- An extended school programme offering a wide range of extracurricular clubs including breakfast club to develop skills and target attendance;
- Further supporting home-school links including the employment of an attendance and welfare officer to focus on attendance and punctuality.

* Interventions include: additional 1:1 reading, Catch Up literacy, IDL spelling support, One to One tuition (including specific literacy support for pupils with dyslexia), Maths and English booster sessions (see school provision map for the full list of interventions).

The Deputy Headteacher/ inclusion manager and Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be reviewed by the Governors' Curriculum Committee.

Reporting

It will be the responsibility of the Deputy Headteacher, to produce a termly report for the Governor's Curriculum Committee on:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The curriculum committee will outline the school's progress towards 'diminishing the difference' for socially disadvantaged pupils on a termly basis. This will be communicated to the full governing body.

The Governors of St John's CE Primary will ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of achievement of disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education. The information will also be available on the school website.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'diminish the difference' between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Development and Improvement Plan.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets.

- Effective parental support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school consistent approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Date of policy: October 2021

Review date: October 2022

Approved by staff _____ (head) on _____

Approved by governors _____ (chair of C&S committee) on _____

Appendix – pupil premium (PP) funding and achievement data for 2020-21

Funding and expenditure summary

In 2020-21, our school received £107,600 and we spent it on a similar range of targeted support including the following:

- Additional TA support within each class
- Additional TA support for small group and individual interventions
- Free breakfast and after school club provision
- Subsidised trips and school journey
- Booster and setting sessions
- Dyslexia support
- Family home/school support worker

A full breakdown of this support and the associated expenditure can be seen in the pupil premium statement for 2020-21.

The key outcomes for our pupils

Due to the significant disruption caused by Covid, nearly all pupils made below expected progress in 2020-21. Although statutory assessments such as SATS were not carried out, we did assess pupils in each year group based on teacher assessments and standardised tests.

Outcomes in early Years (% achieving the ELGs)

	CLL	PSED	PD	Read	Writing	Maths	GLD
All pupils	63	66	58	62	54	58	46
Pupil premium	57	64	57	71	50	64	43
Non pupil premium	71	71	60	50	60	50	50

Outcomes at the end of KS1 and KS2

	% of pupils working at the expected level or above in reading			% of pupils working at the expected level or above in writing			% of pupils working at the expected level or above in maths		
	All pupils	Pupil premium	Non pupil premium	All pupils	Pupil premium	Non pupil premium	All pupils	Pupil premium	Non pupil premium
End KS1	58	50	67	57	58	55	48	40	58
End KS2	69	63	80	58	50	80	72	63	90