Oldswinford

Church of England

Primary School

Pupil Premium Policy

Approved by the Governing Body:

January 2019

Review: January 2022

Review: July 2025

SECTION ONE

Context

Oldswinford Church of England Primary School (OCEPS) is a voluntary controlled primary school within the diocese of Worcester. We are a much larger than average primary school averaging 420 pupils on roll. Children from Reception to Year 6 are taught in two classes in each year group. OCEPS is a popular school which is consistently over-subscribed.

"The pupils are polite, courteous, confident, articulate and keen to do their best. Children feel safe in school, and have great confidence in their teachers and other adults in school to help with any problems they have." Ofsted January 2018.

Vision, Values & Ethos

We fully embrace our distinctive church school ethos and wholeheartedly promote the whole child and the fullness of life, as set out in our ethos, vision and values:

'Believe, achieve and shine brighter together'

At Oldswinford Church of England Primary School we believe that there is a light which shines within each of us – a light that has been given to us by God, which we should use to help us achieve great things. We believe it is our job to help that light to shine in all that we do and all that we try to do.

Believe

'Everything is possible for one who believes'

Mark 9:23

As a Church of England school we offer all children an invitation into the Christian faith, a chance for them to develop spiritually as well as intellectually, socially and morally. We want children to believe in their own abilities, to persevere when things are tough and we encourage them to aim high and follow their dreams. We want them to have the confidence to stand up to injustices and to make wise choices.

Achieve

'Whatever you do, work at it with all your heart' Colossians 3:23

We have high aspirations for all our learners and believe that every child should have the chance to reach their potential. We recognise that achievements come in many guises and we look to celebrate each child's individual talents. We want to ensure our children are prepared for the next steps in their learning journey and they have all the skills they need to flourish and be happy.

Shine brighter together

'Let your light shine for others, so they may see your good works'

Matthew 5:16

We believe that we all belong to one big family and each of us has a special part to play. We understand the need for our children to be responsible citizens especially when caring about our world and the people around us. As individuals we are unique and special but together, with God, we can be exceptional.

Our vision and 7 key Christian values of love, respect, trust, courage, forgiveness, generosity and joy enable us to '*believe, achieve and shine brighter together*'.

Rationale:

The Pupil Premium Grant (PPG) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. At Oldswinford, we believe that children learn best when they feel safe and secure, hence a proportion of our pupil premium grant will always be allocated to strategies and resources that support children's mental health and emotional well-being to support their academic achievement. Through effective use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

Purpose & Principles:

Jesus said to them, "Let the little children come to me, and do not hinder them, for the kingdom of God belongs to such as these. Mark 10: 13-16

Despite being categorised as "disadvantaged" in government documentation, here at Oldswinford we believe that labelling children with negative connotations does nothing to support their well-being or esteem. Therefore, pupils who qualify for the PPG are celebrated as learning champions and are tasked with leading learning amongst their peers, striving to become role models with aspirations. They are championed by a designated key worker who supports their learning skills and aspirations, offering bespoke programmes as well as group intervention support where necessary.

- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- 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. We 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.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Aims of the Policy:

- to address underlying inequalities by ensuring that funding reaches the pupils who need it most.
- to ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- 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 the use of 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 collaborate with external partners and organisation to provide additional support for the social, emotional, health and well-being of all pupils with potential barriers to learning;

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

Equality, Diversity & Inclusion:

We believe:

- that the broad principles in this policy should be applied equally to all pupils, regardless of ability, gender, race or culture, including those with special educational needs;
- that children with SEND who also qualify for the PPG should have both sets of needs assessed and met cohesively;
- All children are individuals and as such, children eligible for PPG will have their needs individually assessed; strategies and resources for children with similar needs can also be met through the provision available.

Roles and Responsibilities

- Person responsible for Pupil Premium: Ellie Game
- Designated Teacher (DT) for Looked After Children (LAC) & Post Looked After Children (P-LAC); **Mrs Jo Seker**
- SENCOs: **Mrs Jo Seker** (Teaching and Learning) **Mrs Lucy Bedford (Mental Health and Well Being)**
- Governor with responsibility for Pupil Premium & LAC: **Rev'd John Flitcroft**

The Governing Body is responsible for ensuring the school meets its statutory responsibilities including to publish annual reports on the Pupil Premium spend and its impact; for challenging and holding the school to account for the provision and progress of its disadvantaged pupils;

The Designated Teacher is accountable to the Virtual School on behalf of LAC to ensure termly PEP (Personal Educational Plan) meetings are attended, that targets are set and funds are adequately deployed; According to *Keeping Children Safe in Education (September 2018)* On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside.

The person responsible for Pupil Premium is responsible for reporting to governors, reviewing the policy, provision and monitoring the impact of the grant.

Class teachers are accountable for the progress of children eligible for the PPG in their class.

Policy Review

This policy will be reviewed every three years by the person responsible for Pupil Premium

SECTION 2

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and school leaders, and interventions put in place.
b) If a pupil has been identified as underachieving, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
d) SLT and SENCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which type of provision the child will need going forward.

In addition to quality first teaching, the range of provision considered and deployed at Oldswinford may include:

- Additional class-based support or interventions to impact on achievement and standards and accelerate progress, carried out by teachers or teaching assistants;
- Learning Support, Educational Psychology, Occupational Therapy, Speech & Language support and any other external provision to enable children to fully access learning where there are specific barriers;
- A curriculum, under constant review, which is designed to offer maximum flexibility to meet the needs of individuals.
- Pastoral work, coaching and counselling to support emotional well-being and mental health, to raise esteem and support children to make appropriate choices and develop lifelong skills in order to maximise learning potential;
- Nurture Sessions
- Staff development and training to ensure that all staff in school are able to provide for each individual child.
- Focused incentives based on learning styles and growth mindset to promote resilience, independence and lifelong learning skills;
- Identified key worker to promote staff/pupil relationships, sense of belonging and increased esteem;
- Extra-curricular activities and curriculum enrichment opportunities to develop other talents in sport and creativity and to also improve self-confidence and motivation to learn;
- Support for families to improve attendance and incentives for children to regularly attend school so that they can access a consistently good education;

Reporting

A pupil premium report will form part of the termly Head Teacher's report to governors, detailing:

- the progress made towards narrowing the gap for socially disadvantaged pupils
- an outline of the provision in place to support these pupils
- 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

It is the school's statutory duty to publish an annual pupil premium strategy report on its website which must include:

- pupil premium allocation for the current academic year
- a summary of the main barriers faced by eligible pupils
- details of how the school intend to spend the allocation and reasons
- how impact will be measured
- the date of the next review of the pupil premium strategy
- details of how the school spent the previous year's allocation
- the impact of the funding on disadvantaged pupils