



Chilham St Mary's CE Primary School

PUPIL PREMIUM POLICY STATEMENT

Policy reviewed: September 2020

Next review due: September 2021

At Chilham St Mary's, we are a diverse, loving community of learners, committed to providing firm foundations where everyone can grow in the knowledge and power of God's love. We encourage and support every individual to explore and achieve their own potential, rooted within our unique, historic environment.

Responsible people named in this policy:

Headteacher: Delia Cooper

Chair of Governors: Dr Jennie Litten-Brown

SENCO: Emma McQuillan

Overview

At Chilham St. Mary's Primary School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:

- Develop imagination and creativity
- Acquire skill and abilities
- Maintain high levels of well-being and involvement
- Develop a love of learning

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as Pupil Premium.

It is allocated for schools to:

- improve the academic outcomes of disadvantaged pupils of all abilities
- close the attainment gap between disadvantaged pupils and their peers across the country

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Eligibility Criteria

Pupil Premium: conditions of grant 2020 to 2021

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

Ever 6 Free school Meals

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census who have had a recorded period of FSM eligibility since May 2014, as well as those first recorded as eligible at January 2020.

Children adopted from care or who have left care

The pupil premium for 2020 to 2021 will include pupils recorded in the January 2020 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

Ever 6 service child

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2015 census as well as those recorded as a service child for the first time on the January 2020 school census.

Looked-after children (LAC)

As defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

Objectives

- Chilham St. Mary's Primary School will ensure that the additional pupil premium funding reaches the pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The Pupil Premium funding will be used to diminish the gap between the achievement of these pupils and their peers.
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupils Premium and others.

Strategies

- Pupil Premium will be clearly identifiable within the budget.
- Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels.
- The SENCO is responsible for monitoring the impact of Pupil Premium provision alongside the Headteacher and Governing Body.
- Governors are actively involve the in the decision making and evaluation processes.
- Effective monitoring and evaluation of the impact of spending.
- Strategies used will be personalised according to the individual needs of the children and their family.

- Progress tracking procedures will be used effectively to identify the strengths and weaknesses of individual pupils and groups eligible for Pupil Premium, and target intervention and support to accelerate progress.
- Achievement data is regularly used to monitor the effectiveness of interventions; continuously adjusting provision to meet the needs of the pupil if necessary.
- Class teachers and teaching assistants are aware of Pupil Premium children in their classes so they can take responsibility for their progress.
- The school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities.
- The school will provide life experiences such as Forest School in order to develop key skills such as resilience.
- Appraisal of staff will include discussions about Pupil Premium children.
- Providing funding for extra-curricular activities and educational visits.
- Provision of funding for uniform and school equipment when necessary.
- Provision of activities to raise levels of well-being and involvement such as play therapy.
- Pupil Premium network meetings will be attended to ensure networking with other schools and the sharing of practise.

Reporting

It will be the responsibility of the Headteacher or the SENCO to report to the Governors on:

- The progress made toward diminishing the difference for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision. This information will be reported in the Pupil Premium Strategy.

The Governors of the school will ensure that the Pupil Premium Strategy is on the website to make parents on how funding has been used to address the issue of 'diminishing the difference' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Outcomes

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. The school will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through considered use of this additional funding our school is 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 than would have been likely without it.

Equal Opportunities

The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice and stereotyping. This is written alongside the Equality Scheme and Teaching and Learning policy.