



# St Jude's Church of England Primary School

## Pupil Premium Policy

Our children  
Our St Jude's family  
Happy – Inspired – Loved  
The sky is not the limit  
Ready for today - prepared for tomorrow

### **Principles**

Every child with his/her individual needs and gifts is a unique gift from God.

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 within a caring Christian environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

### **Aims and Expectations**

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

This policy is based on the <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

published by the Education and Skills Funding Agency. In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

### **Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

St Jude's C of E Primary School will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

### **Use of the grant**

We consider the context of our school, and the main challenges or barriers our pupils face, when making decisions about the allocation of pupil premium funding. This will be guided by our vulnerable register.

At St Jude's we target support for children who are vulnerable and in need of additional provision for a variety of reasons and, wherever possible, we try to maximise the impact on others.

We use evidence to inform our decisions on pupil premium spending, by using evidence-based research and resources from the [Education Endowment Foundation](#), and learning from what works in our school. Consequently, we address a wide range of needs, and take group and individual needs into account.

We aim to engage with parents and take their views on the needs of their child into account.

The priorities in our 2020 2021 Pupil Premium Strategy are:

- Developing writing skills
- Enhancing love for reading
- Maintaining a focus on Phonics and early reading
- Continuing specialist SALT support
- Developing further outdoor learning opportunities
- Supporting our children's mental health and wellbeing

We publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy, and information on how the school uses the pupil premium fund, is available on the school website.

Pupil Premium children will be eligible for subsidised places on school trips and after school clubs. After school clubs cost the reduced rate of £20.00 and contributions towards school trips are always voluntary.

### **Eligible Pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Reception through to Year 6.

Eligible pupils fall into the categories explained below:

#### ***Ever 6 free school meals***

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent January census. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

#### ***Looked after children***

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

#### ***Post-looked after children***

Pupils recorded in the most recent January 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.

#### ***Ever 6 service children***

Pupils:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

The class teacher (and SENDCO, where applicable) reports to parents about the progress of each child in their class.

Reasonable adjustments are made for children with Special Educational Needs and Disabilities (See [SEND and Inclusion Policy](#)).

### **The Role of the Headteacher and Senior Leadership Team**

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

### **The Role of Governors**

The governing board is responsible for:

- Appointing a governor with responsibility for overseeing Pupil Premium spending and attending the appropriate training
- 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
- Supporting 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

### **The Role of 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

The Pupil Premium Policy will be reviewed bi-annually with input from: pupils, staff and the Governing Body.

### **Links with other policies**

This policy is linked to:

SEND and INCLUSION Policy

Behaviour Policy

## Appendix 1

**Children  
our children  
our St Jude's Family  
happy - inspired - loved  
the sky is not the limit  
ready for today prepared for tomorrow.**

Travelling together, following a path and forging our own  
We don't need a map – we'll all work together to get there  
The destination isn't a place it's a person  
It doesn't matter where you start from, we'll journey together as a family.

Some people say you can't choose your family  
I'm not sure  
Here at St Jude's we are a family  
We're there for each other - for the ups and downs  
When we succeed we celebrate together  
When we fall, we pick each other up because we want the best for one another.

No family is exactly the same and that's true of ours  
It makes us much more interesting  
Although we have differences, our faith unites us.

### **Policy History**

Date Reviewed by governors	1 <sup>st</sup> December 2020
Next Review	December 2022

This policy has been agreed by the governing body of St Jude's School on **1<sup>st</sup> December 2020** and supersedes all previous policies relating to this area.

Chair of Governors: Geraldine O'Brien

Signed: *Geraldine O'Brien*

Date: 1.12.20