

Godolphin Primary School Pupil Premium Policy

2022-2023



Equality Impact Assessment

The EIA has not identified any potential for discrimination or adverse impact and all opportunities to promote equality have been taken.*	✓
The EIA has not identified any conflict with the Trust's co-operative values and the Church Schools' values.	✓
Adjust the policy to remove barriers identified by the EIA or better promote equality.	✓

*Inclusive of protected characteristics

Provenance	Date
Implementation	Sept 2020

Review Date
Reviewed September 2021. Amended to include changes to the DFE information for PPG 2021. Reviewed September 2022. Amended to include changes to the DFE information for PPG 2021.
Next review: September 2023

Vision: We aim to enable every child to fulfill their learning potential, with education that meets the needs of each child and to help every child to develop the skills, knowledge and personal qualities for life and work.

Purpose

Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

The PPG per-pupil rate for 2022 to 2023 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1,385 Primary £985 Secondary
Pupils who have been adopted from care or have left care	£2,410
Children who are looked after by the local authority	£2,410

Service pupil premium (SPP)

Service pupil premium is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for schools to manage their spending.

Schools get £320 in 2022 to 2023 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is primarily to help with pastoral support. It can also be used to help improve the academic progress of eligible pupils if schools deem this to be a priority.

Use of the pupil premium

The Government is confident that School leaders are best placed to assess their pupils' needs and use the funding to improve attainment, drawing on evidence of effective practice. Pupil premium is not a personal budget for individual pupils and schools are not required to spend all of the allocated grant on eligible pupils.

It is for school leaders to decide how to spend the pupil premium, within the requirements of the conditions of grant.

Evidence suggests that pupil premium spending is most effective when used across 3 areas.

- High-quality teaching, such as staff professional development.
- Targeted academic support, such as tutoring.
- Wider strategies to address non-academic barriers to success in schools, such as attendance, behaviour and social and emotional support.

Funding paid to local authorities for looked-after children

Virtual School Heads are responsible for managing the funding given to local authorities for the children in their care. They work with schools to ensure the funding is used to help deliver the outcomes identified in the children's personal education plans.

They can pass all of the funding on to schools or retain some to fund activities that will benefit a group, or all, of the authority's looked-after children.

Non-eligible pupils

Schools do not have to spend pupil premium so it solely benefits eligible pupils. They can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

Accountability

To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. The Department for Education will undertake monitoring checks on a sample of schools' published reports.

We must ensure that Pupil Premium funding is not simply absorbed into our mainstream budgets but is carefully targeted at designated children. Godolphin Primary School will demonstrate accountability through:

- Termly data monitoring
- The performance tables which show the performance of disadvantaged pupils compared with their peers (within our school, locally and nationally)
- The new Ofsted inspection framework and auditing tools, which focus on the attainment of pupil groups, in particular those who attract Pupil Premium
- The reports for parents that schools have to publish online

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees scrutinise schools' plans for and use of their pupil premium funding. Schools are held accountable for the outcomes they achieve with all their funding, including through Ofsted inspections and by governors and trustees, and this will be no exception.

Principles

- We will ensure that teaching and learning opportunities meet the needs of all of our pupils including higher attaining children

- We will ensure that appropriate provision is made for the pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who attract Pupil Premium funding are socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for FSM
- We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that we have legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Flexibility and availability of resources will mean that not all children attracting funding will be in receipt of interventions at any one time

Provision

To ensure that all children have the opportunity to achieve their full potential we may consider the following range of provision:

- Smaller class sizes
- Small group work with experienced teachers to support Quality First Teaching
- 1:1 tuition
- Specific or specialist equipment
- Teaching and learning opportunities provided through trained Teaching Assistants and external agencies
- Pastoral work to raise self-esteem, motivation and extend personal skills
- Out of hours enrichment to develop other talents for example; sports and creativity

Monitoring and Evaluation

Proper monitoring of Pupil Premium involves a wide range of data being looked at to ensure that the provisions put in place are being effective. This may include achievement data, pupils' work, observations, case studies and the views of pupils and staff. Effective monitoring ensures that interventions and approaches can be adapted quickly if they are not working. Effective evaluation of pastoral interventions for issues such as behaviour or attendance is also crucial.

Reporting

It will be the responsibility of the Headteacher to produce a report to the Governors each term. This will include:

- Data monitoring
- Progress made towards narrowing the gap for socially disadvantaged children
- An outline of provision made since the last meeting
- An evaluation of progress in relation to cost

- Pupil Premium spending is made known to the Governing Body
- The Governing Body will ensure that an annual report is produced and published on the school website to demonstrate how the Pupil Premium Funding is being utilised to enhance opportunities, achievement and outcomes of those children.

Senior Leader Responsibility: Executive Headteacher, Mrs. Lucy Wandless