Be the best for God you can be!

Our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on Colossians 3:23. *'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

Trust:
'Trust in the Lord with all your heart and lean not on your own understanding'
Proverbs 3:5

Compassion:
'Love the Lord your God with all your heart, with all your soul and with all your mind. And love your neighbour as yourself'
Matthew 22:37

Thankfulness:
'Be thankful in all circumstances. This is what God wants from you in your life'
Thessalonians 5:18

Hope:
'But those who hope in the Lord will renew their strength'
Isaiah 40:31

Perseverance:
'I know your deeds, your love and faith, your service and perseverance'
Revelations 2:19

Forgiveness:
'For if you forgive other people when they sin against you, your heavenly father will also forgive you'
Matthew 6:14

Pupil Premium Policy

Statement of intent

At St Barnabas and St Paul's Church of England Primary School, our vision is that we become the best for God that we can be, in all we do, whilst demonstrating Christian values which are pertinent to all faiths.

Our vision is based on *Colossians 3:23, 'Whatever you do, work at it with all your heart, as though you were working for the Lord and not for people.'*

At St Barnabas and St Paul's we believe that all pupils, regardless of their background or the challenges they face, can become successful, confident learners. Supported by our strong Christian vision and values, we aim for our disadvantaged pupils to be able to compete among their peers, at the highest levels, and have a positive impact on society. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This strategy has been proven to have the greatest impact on closing the disadvantage attainment gap, and at the same time will benefit the non-disadvantaged pupils in our school. We will consider the challenges faced by **all** vulnerable pupils, such as those who have a social worker and young carers.

Our approach to support is responsive to common barriers faced by our disadvantaged pupils, and any individual needs. The approaches we have adopted are carefully aligned to address these barriers and needs.

To ensure that the approaches are effective we will:

- Promote an ethos of attainment and accelerated progress for all by adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Use research conducted by the EEF and other recognised literature to support decisions made around the usefulness and implementation of different strategies
- Focus on outcomes for individuals to ensure that each child's progress and attainment is monitored closely, including high achievers.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- The School Information (England) Regulations 2008
- ESFA 'Pupil premium: allocations and conditions of grant 2024 to 2025'
- DfE 'What maintained schools must publish online'
- Education Endowment Foundation (EEF) 'The EEF Guide to Pupil Premium'

This policy operates in conjunction with the Pupil Premium Strategy Statement.

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the effectiveness of this policy.
- Ensuring the school meets its statutory duties with regard to the use of the pupil premium grant (PPG).
- Maintaining robust oversight of the school's financial affairs.
- Scrutinising the school's plans for, and use of, its pupil premium funding, including reading and reviewing the school's Pupil Premium Strategy Statement.

The headteacher is responsible for:

- Appointing an appropriately experienced and knowledgeable disadvantaged lead at the school.
- Working with the disadvantaged lead to ensure the school spends the PPG funding effectively and in a way which aligns with the school's overall pupil premium strategy.
- Ensuring the school publishes its Pupil Premium Strategy Statement, as required.
- Ensuring the school census is completed accurately.

The disadvantaged lead is responsible for:

- Undertaking the day-to-day implementation of this policy.
- Ensuring the school spends its PPG funding to provide support to all eligible pupils.
- Working with the headteacher and other relevant staff members to draw up the Pupil Premium Strategy Statement.
- Liaising with parents regarding any questions or concerns about the PPG.
- Monitoring the effectiveness of the school's PPG strategy as it operates on a day-to-day basis.
- In combination with the headteacher, conducting research into evidence-based strategies for effective use of PPG funding, and demonstrably applying this research in the school's own strategy.

3. PPG allocation

The school adopts the following definitions PPG eligibility, in line with government expectations:

- **Ever 6 FSM**: pupils recorded in the October census who have had a recorded period of FSM eligibility since January 2018, as well as those first recorded as eligible during October 2023.
- **NRPF**: From 24 March 2023, FSM eligibility has been permanently extended to children of families with NRPF, subject to specified income thresholds. As these pupils should now be recorded as such in the school census, PP grant for these pupils will automatically be calculated in the same way as for other FSM eligible pupils.
- **LAC and PLAC**: pupils recorded in the October 2023 census who are in the care of an English LA, or pupils recorded as having been looked after by an English or Welsh LA immediately prior to adoption, a special guardianship order or child arrangements order
- **Ever 6 service children**: pupils recorded in the October 2023 school census who have been eligible for the service child premium at any point since the January 2018 census, as well as those recorded as a service child for the first time in the October 2023 census

For the financial year 2024 to 2025, grant allocations are unchanged, and therefore, are as follows:

Disadvantaged pupils	PPG amount per pupil
Pupils in Reception to Year 6 who are recorded as 'Ever 6 FSM', including those who are eligible NRPF pupils	£1,480
LAC as defined in the Children Act 1989 – children who are in the care of, or provided accommodation by, an English LA	£2,570
PLAC, who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order or a child arrangements order	£2,570
Service children	**SPP amount per pupil**
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£340

4. Objectives

The school has the following objectives with regards to its use of the PPG:

- To provide additional educational support to raise the achievement of pupils in receipt of the PPG
- To narrow the gap between the educational achievement of these pupils and their peers
- To address underlying inequalities between pupils, as far as possible
- To support those eligible for the PPG, who do not have lower attainment, to reach their full potential.
- To ensure that the PPG reaches the pupils who are eligible for it
- To make a significant impact on the education and lives of these pupils
- To work in partnership with the parents of pupil to collectively ensure pupils' success

5. How PPG can be spent

Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer. It can also be used for whole class interventions which will also benefit non-disadvantaged pupils.

Under the ESFA's terms of the PPG, the school only spends the funding in the following ways:

- For the purposes of the school, i.e. for the educational benefit of pupils registered at the school
- On community facilities whose provision furthers any benefit for pupils at the school

If the school has not spent the PPG within the financial year in which it was allocated, the school will carry the remainder forward to the following financial year. When the school carries PPG funding forward, it continues to only spend the funding in line with the above criteria.

6. Our long-term strategy for success

The school has a long-term strategy to ensure it maximises the use of PGG funding. The school has also adopted a long-term three-year strategic plan.

We maximise use of the PPG by:

- Assigning a Disadvantaged Lead to champion the educational needs of PPG recipients, and other disadvantaged children and ensure the implementation of this policy.
- Ensuring PPG funding and spending can be identified within the school's budget.
- Consulting all stakeholders including the SLT, Disadvantaged Lead, Governors, staff and parents when deciding how funds are spent.
- Assessing the individual provisions required for each pupil in receipt of the PPG.
- Conducting termly reviews to inform the plan and form the school's pupil premium impact statement.

The school explores evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding. The school consults the EEF's Families of Schools Database to learn about effective practice in similar schools. The school makes decisions about PPG spending that demonstrably illustrates its use of evidence-based research.

When researching and implementing PPG use, the school focuses on approaches that:

- Are individually tailored to the strengths and needs of each pupil, and include targeted academic support.
- Are consistent (based on agreed core principles and components), but also flexible and responsive.
- Are evidence-based.
- Are focussed on clear short-term goals providing opportunities for pupils to experience success.
- Include regular, high-quality feedback from teaching staff.
- Engages parents
- Support pupils' transitions through the stages of education, e.g. from primary school to secondary school.
- Raise aspirations through access to high-quality educational experiences.

- Promote each pupil's awareness and understanding of their own thought processes and help them to develop problem-solving strategies.
- Support the quality of teaching, including staff professional development.
- Tackle non-academic barriers to success at school, by supporting good attendance and behaviour and providing social and emotional support.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the pupil premium and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: https://www.stbarnabas-stpauls.co.uk/pupil-premium-and-recovery-premium/

A tiered approach to PPG spending

The school operates a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

1: Teaching
2: Targeted academic support
3: Wider strategies

Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, school spends the PPG in the following ways:

- Professional development for teachers, using evidence based approaches.
- Supporting and mentoring subject leaders
- Developing a high quality curriculum which responds to the needs of pupils
- Further development of the Reading, Writing, Phonics and Language curriculum

Our use of the pupil premium and activities also align with the DfE's 'menu of approaches'.

Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. The school spends the PPG on targeted support in the following ways:

- Structured interventions such as Freshstart, Fast Track Freshtart, Fast Track Phonics, Welcomm
- Small group tuition including SAT boosters for key year groups.
- One-to-one support including ELSA interventions.

Wider strategies are used to overcome non-academic barriers to success. The school spends the PPG on the following wider strategies:

- Clubs/ enrichment, including ensuring that disadvantaged pupils are able to go on all school trips
- Attendance initiatives such as breakfast club, attendance reward days.

Use of the LAC and PLAC premiums

The LAC premium is managed by the LA's designated VSH.

The premium will be used to benefit a pupil's educational needs as described in their PEP. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.

The LAC premium is used to facilitate a wide range of educational support for LAC. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and determine how to use the premium to support each pupil effectively. The designated teacher works with the VSH to ensure that all available funding is spent.

PLAC premium is allocated directly to the school. LAC premium and PLAC premium is not treated as personal budgets for individual pupils; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.

Use of the service pupil premium (SPP)

The school uses the SPP to give pastoral support to service children during challenging times and mitigate the negative impact of family mobility or parental deployment.
Pupils qualify for the SPP if they meet at least one of the following criteria:

- They have a parent serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2017 (known as the 'Ever 6 service child measure')
- They have a parent who died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

The school does not combine the SPP with any other form of PPG. SPP spending is accounted for separately to any other form of PPG. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.
- Improving the means of communication between the pupil and their deployed parent(s), such as introducing a 'video call club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to their parent(s) on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military-specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

The school does not use the SPP to subsidise routine school activities.

7. Accountability

The progress of pupils in receipt of the PPG is regularly discussed with teachers at Pupil Progress meetings.

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the PPG through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium-eligible cohort.

The school publishes its strategy for using the PPG on the school website by the 31 December utilising the DfE template.

The school publishes the updated PPG strategy annually, in line with its statutory duties.

8. Reporting

The headteacher and disadvantaged lead reports at least annually to the governing board and parents regarding how effective PPG spending has been and what impact has been made. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated, and reviewed by the disadvantaged lead, headteacher and the governing board.

Information regarding PPG spending is published on the school website. The school does not publish any personal data regarding individual pupils on the school website.

9. Monitoring and review

The disadvantaged lead is responsible for reviewing this policy annually.
Any changes to this policy will be communicated to all relevant stakeholders.

Date agreed by Governors: Autumn 2024 Governor Review Date: Autumn 2025