



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Pupil Premium Policy

Completed by:	Debbie Grindrod and Charlie Sanderson
Date completed:	February 2024
Agreed by governors:	To be agreed
To be reviewed:	Spring 2027

OVERVIEW:

Pupil Premium funding, initiated in April 2011, is disbursed through a specific grant determined by school census data where eligible pupils are allocated supplementary funding. Those qualifying for Free School Meals (FSM) or who have been eligible within the past six years receive additional funding sent directly to the school (£1455 per pupil for 2023-2024). Moreover, this grant extends to children from families without recourse to public funds. Additionally, pupils with parents or carers serving in the armed forces receive a smaller grant (£335 per pupil for 2023-2024), known as the service premium, aimed at supporting their emotional and social well-being. Furthermore, the school also receives PP+ funding for previously looked-after children (PLAC), allocated at £2,530 per pupil for 2023-2024. Children who are looked after by the Local Authority and in their care receive PP+ funding of £2,530, this funding is managed by the designated virtual head teacher and does not come directly to the school.

The Pupil Premium grant supplements main school funding and serves to mitigate underlying inequalities among eligible and non-Pupil Premium children. Our approach ensures that funds reach those in greatest need, with effective identification of needs, well-considered provision and responsiveness to emerging trends. The grant aims to enhance educational outcomes for disadvantaged 5-16-year-olds in state-funded schools in England, representing a crucial tool in breaking the persistent link between family income and educational achievements. When utilised purposefully, it can address barriers hindering eligible pupils' progress and foster achievement and advancement.

OBJECTIVES:

- Our primary objective is to narrow and ultimately close the attainment gap between these pupils and their peers, utilising the allocated funding appropriately.
- The Pupil Premium will be allocated to provide additional educational support, aimed at improving the progress and raising the standard of achievement for eligible pupils.
- Within the scope of its resources, the school is committed to addressing any underlying inequalities between pupils eligible for the Pupil Premium and their counterparts.
- We are dedicated to ensuring that additional funding is effectively targeted towards the pupils who require it most, thereby making a substantial impact on their educational outcomes, future prospects and overall well-being.
- To recognise and nurture gifted and talented qualities among pupils, with a focus on promoting and challenging these attributes.
- In light of recent data highlighting the impact of the pandemic on fundamental subjects such as reading and mathematics, these areas will receive particular attention in Pupil Premium spending, aligning with our commitment to a broad, knowledge-rich curriculum and ambitious curriculum.
- The school will actively support the provision of high-quality teaching, facilitating staff professional development opportunities to enhance teacher pedagogy and improve academic outcomes.
- Targeted academic support, including in-house tutoring to address specific learning needs.
- To address non-academic barriers to academic success, such as attendance issues, behavioural challenges, and social and emotional well-being concerns. These will be addressed comprehensively by the school to ensure holistic support for all pupils.



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

STRATEGIES:

St. George's C of E Primary School has formulated a concise five-point plan to maintain an effective Pupil Premium strategy. Our ambition to support PPE learners and significantly influence their futures remains unwavering and this plan will serve as a crucial tool in advancing our school's progress in this vital area.

Step 1	Diagnose your pupils' needs
Step 2	Use strong evidence to support your strategy
Step 3	Develop your strategy
Step 4	Implement your strategy
Step 5	Monitor and evaluate your strategy

1. We identify the challenges faced by our school's disadvantaged pupils. As a school we:
 - Regularly review well-being.
 - Review internal and external data on a both a formative and summative level.
 - Use diagnostic assessments to identify additional cognition and learning needs.
 - Track the impact of additional intervention support for PPE learners.
 - Monitor and track attendance patterns.
 - Monitor behavioural incidents and exclusions.
2. We use evidence to support our strategy. As a school we:
 - Use external peer-reviewed, evidence-based research to inform strategy and identify potential solutions to identified challenges.
 - Regularly gather, collate and review data in order to identify emerging trends, patterns and make effective decisions.
 - Take advantage of suggestions made by the Education Endowment Foundation from the 'menu of approaches' to support Pupil Premium learners.
 - Utilise professional expertise of school staff and the wider Local Authority network.
 - Collaborate with other professionals and take a multi-agency approach.
3. We develop our strategy. As a school we:
 - Focus on the challenges that are having the most significant impact and are within our control/remit.
 - Set ambitious, but realistic, target outcomes on an individual basis.
 - Allocate funding to activities most likely to deliver those outcomes and have yield a significant improvement. Decisions are rooted in first-hand evidence gathered and reported by staff.
 - Have developed a 3-year pupil premium strategy in-line with the Department for Education guidance.
 - Our 3-year policy documentation, is written in consultation with all stakeholders within school in order to meet outlined objectives and benefit pupil premium learners.
 - High-quality teaching, targeted academic support and support for social, emotional and behavioural needs are at the forefront of our response.



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

4. We implement our strategy. As a school we:

- Have developed a coherent curriculum to ensure that pupils receiving targeted support do not miss out on core curriculum content.
- Ensure that all staff promote the principles and ethos of our Pupil Premium policy and wider ethos of: respecting all, being bold in our action and ambitious in our aspirations.
- Schedule purposeful and pertinent professional development opportunities in line with identified opportunities for growth and drawing on the standard for teachers' professional development. Professional development opportunities are identified through our careful monitoring of teaching and learning.
- Target particular pupils for specific activities, considering group size, resourcing and/or timing requirements, monitoring the impact of each activity closely.

5. We evaluate and sustain our strategy. As a school we:

- Measure success based on outcomes for disadvantaged and vulnerable pupils.
- Implement a robust and transparent evaluation framework and report outcomes against this.
- Ensure that evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective the next.
- We do not base evaluations on data that does not focus on pupil outcomes, evaluation reliant on perception or use vague intended outcomes, which make an accurate assessment of improvements more difficult.
- The outcome of our evaluations inform our decisions on whether to sustain or stop each activity. Further developing successful strategies, tracking these against funding to understand value added.
- The school will be accountable for how it has used the additional funding to support the achievement of those pupils covered by the Pupil Premium. This data is subsequently reported to the governing body and parents to be transparent in how effective our intervention has been in achieving its aims and supporting our Pupil Premium learners. Following this, opportunities for feedback are welcomed.



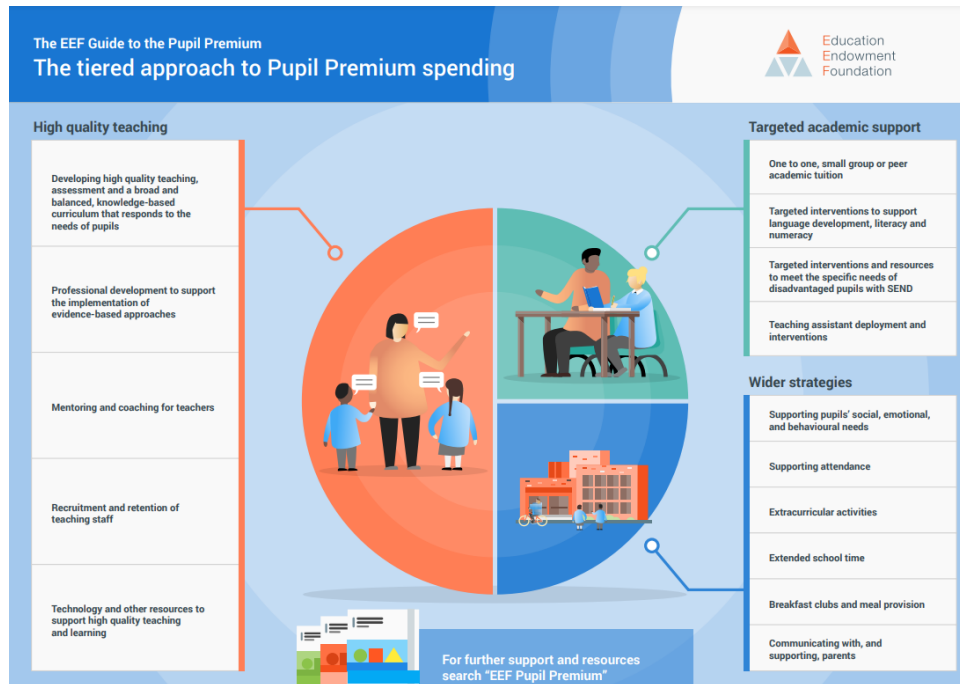
Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Tiered approach to pupil premium funding:



High quality teaching:

The EEF Guide to The Pupil Premium outlines a tiered approach to Pupil Premium spending with high quality teaching being paramount to making effective use of the grant, bolstering progress and supporting children identifies as in need of further funding. Making sure an effective teacher is in front of every class and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Allocating resources and investing resources towards fostering excellence in teaching rightfully stands as a primary focus for our Pupil Premium expenditure.

Teachers at St George's will follow the QFT model, detail is outlined below:

- Pupils who significantly deviate from expected academic achievement, as indicated by predictive metrics such as FFT and grade boundaries, will receive vigilant monitoring from both class teachers and department leaders. Interventions will be promptly implemented to address any disparities.
- If a pupil has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- If a child has been identified as 'more able' in a particular subject area the teacher will ensure that children are suitably challenged and that the school provides activities to promote their talent
- The child's class teacher will take steps to provide adapted 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.
- The person responsible for pupil premium and SENCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through (b) and (e) it can be determined which type of provision the child will need going forward.
, these children will make better progress and achieve higher standards that would have been likely without it.
- Parents will receive comprehensive updates on their child's development and monitoring process, encouraging open communication and collaboration with the school. By judiciously allocating additional funding, we are committed to meeting the individual needs of eligible children, fostering improved progress and higher standards beyond what would have been achievable otherwise.



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Targeted academic support:

Please see ‘Pupil Premium Strategy Statement’ for further detail and an outlined plan of: one-to-one, small group or peer academic tuition; targeted intervention support for language development, literacy and numeracy; targeted interventions and resources for disadvantaged pupils with SEND; and teaching assistant deployment to deliver interventions.

Wider strategies:

Supporting pupils’ social, emotional and behavioural needs:

Our school is committed to nurturing the holistic development of our students, ensuring their social, emotional, and behavioural needs are met effectively. To achieve this, we have established a multifaceted approach that encompasses the following key strategies:

- **Comprehensive PSHE Curriculum:** Our curriculum is meticulously designed to address the diverse needs of our students, providing them with essential life skills and fostering their well-being within a supportive learning environment. We remain vigilant in our ambition for their future success.
- **Restorative Practices:** We are committed to restorative practices. Through training our staff and empowering student ambassadors, we promote a culture of accountability, forgiveness, empathy, and conflict resolution, where relationships are valued and conflicts are resolved constructively.
- **Continuous Professional Development:** Our staff regularly engage in professional development opportunities to deepen their understanding of behavioural triggers and refine our school's response, ensuring consistency and effectiveness in supporting our learners.
- **Children’s voice:** We prioritise giving our students a voice, empowering them, actively involving them in decision-making processes and creating opportunities for them to express their thoughts, concerns, and ideas.
- **Dedicated Pastoral Support:** Our pastoral manager plays a vital role in providing personalised support to students, working alongside families within the school community, is a trusted adult and supports well-being of our pupils.
- **Collaboration with External Agencies:** We work closely with external agencies to access specialised support and resources, including play therapy and therapeutic interventions (where appropriate), to address the unique needs of our school community.
- **Flexible Support:** Recognising the diverse needs of our learners and families, we offer both in-house support and make referrals to external agencies, ensuring that support is tailored to individual circumstances and readily accessible.
- **Values-Based Education:** Rooted in Christian values, our educational approach emphasises integrity, compassion, and respect, guiding students in developing a strong moral and ethical foundation helpful in both the short-term and their futures beyond the care of St George’s.

By integrating these strategies into our school ethos, we strive to create a nurturing and inclusive environment where every student feels valued, supported, and empowered to thrive academically, socially, behaviourally and emotionally.

Supporting attendance:

At St George’s, we aspire to foster a positive attendance culture through various initiatives and proactive measures. Currently we follow:

- **Engaging Learning Environment:** We believe that learning should be enjoyable and meaningful. By making our lessons fun and engaging, we strive to create an environment where students are eager to attend and participate actively in their education.
- **Recognition and Incentives:** We incentivise and reward attendance and punctuality weekly as part of our celebration assembly. This not only encourages individual students but also fosters a sense of collective responsibility and teamwork among classmates.
- **Daily Attendance Monitoring:** We monitor student attendance on a daily basis to identify any patterns or trends that may indicate potential issues. This allows us to intervene promptly and provide support to students who may be facing challenges in attending school regularly.



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

- **Collaboration with Families:** Recognising the importance of family support in maintaining consistent attendance, we work closely with families to address any barriers or concerns that may be impacting a student's ability to attend school regularly. Through open communication and partnership, we seek to create a supportive network that prioritises the student's well-being and academic success.
- **Access to School Nurse:** Our school nurse plays a vital role in supporting attendance by addressing health-related concerns that may affect a student's ability to attend school. By referring students to the school nurse when necessary, we ensure that any health issues are addressed promptly, thus minimising disruptions to their attendance.

By implementing these strategies collaboratively, we aim to create a school environment where attendance is valued, supported, and celebrated as a fundamental aspect of student success and well-being.

Extra-curricular activities:

We offer a vibrant array of extracurricular activities to enhance pupils' educational experiences and strengthen their engagement with the school community. We provide extra-curricular activities through:

- **Enrichment Clubs:** We offer a diverse range of after-school, extra-curricular clubs to cater to various interests and talents. These clubs are led by our dedicated teachers who volunteer their time and expertise to provide enriching experiences for students. With each teacher running clubs for twelve weeks each academic year, students have ample opportunities to explore new hobbies, develop skills, and form friendships outside of their classroom and/or year group. These clubs run after school for around an hour.
- **Educational Visits:** We integrate educational visits into our curriculum to complement classroom learning and broaden pupils' horizons. These visits expose students to real-world experiences, cultural enrichment, and offer practical applications of their studies.
- **Community Engagement:** We make the best use of our local area, we are ambitious to be a huge positive to our community and help our pupils to be proud citizens of Heavily and Stockport.

By offering a rich variety of extra-curricular activities we strive to create a dynamic and inclusive learning environment that nurtures children's interests, talents, and aspirations beyond the confines of the classroom. These experiences not only enrich students' educational journey but also allow opportunities for personal development, resilience and a lifelong love for learning.

Breakfast clubs and meal provision:

As part of our commitment to ensuring the well-being and readiness to learn of every student, our school provides comprehensive breakfast clubs and meal provisions. We support our school community by offering:

- **Wrap-around Care:** We understand the importance of accommodating the needs of our families. To this end, we offer wrap-around care before and after the scheduled start and end of the school day, providing a safe and supportive environment for students who require additional supervision and support.
- **Food vouchers:** We recognise that some families may face challenges in providing regular meals for their children. To address this, we offer food vouchers to families in need, enabling them to access nutritious meals for their children.
- **Food Parcels:** In addition to targeted support through food vouchers, we provide food parcels to members of our school community on a non-means tested basis. These food parcels are distributed with dignity and respect, ensuring that every member of our school community has access to essential provisions regardless of their financial circumstances.

By offering breakfast clubs and support in accessing food, we aim to give every child access to the nourishment they need to thrive academically, socially and emotionally.



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Communicating with and supporting parents:

We maintain open and effective communication with parents and believe this crucial to retaining a supportive and collaborative school community. We communicate with and support parents through:

- **Annual Written Reports:** We provide comprehensive written reports annually to update parents on their child's progress, achievements and areas for development. These reports offer valuable insights into their child's academic performance and overall well-being. We offer subsequent face-to-face sessions should further questions or discussion points arise.
- **Teacher-Parent Consultations:** We hold teacher-parent consultations twice yearly to facilitate meaningful discussions about children's progress, targets and to discuss next steps. These face-to-face meetings allow parents to engage directly with teachers and actively participate in their child's educational journey.
- **Class Dojo Platform:** We utilise Class Dojo, an online platform that enables seamless communication between home and school. Through Class Dojo, parents can receive timely updates, messages and photos from teachers, as well as track their child's behaviour and academic achievements.
- **Scheduled Meetings:** We proactively schedule meetings to inform the school community about key events, initiatives and essential information. These meetings provide an opportunity for parents to stay informed and engaged in their child's school life.
- **Engagement with safeguarding processes:** We actively engage with the Team Around the Family (TAF) process, which involves multi-agency collaboration to provide coordinated support for families facing complex challenges. By participating in TAF meetings and working collaboratively with external agencies, we ensure that families receive the support and resources they need to thrive.
- **Early Help Assessment:** We support our families to complete Early Help Assessments in order to encourage an effective multi-agency approach in a timely fashion.

Through these initiatives, we strive to build strong partnerships with parents, promote transparency and collaboration, and ultimately support the holistic development and success of every child in our care.