

Saint Peter's Church of England Primary Aylesford

Pupil Premium Grant Plan

September 2019 – July 2020

Background to Pupil Premium Funding

In 2011-2012, the Government launched its Pupil Premium Funding. The Pupil Premium is allocated to both mainstream and non-mainstream schools for children who are of statutory school age and who satisfy at least one of the following criteria: children who have been eligible for Free School Meals (FSM) at any point in the last 6 years; children who have been 'Looked After' continuously for more than six months; children adopted from care, and children whose parents are currently serving in the armed forces.

The amounts allocated to children vary slightly according to which criteria they fall into – but all children in each criteria receive the same amount. The money is allocated to support initiatives aimed at ensuring that these pupils reach their full potential both academically and socially.

However, it must be realised that not all pupils who are in this Pupil Premium category will be in any way disadvantaged. It is simply not the case that all children who have a parent serving in the armed forces will be disadvantaged and in need of interventions to reach their full potential. Similarly, not all children who are or were ever in receipt of free school meals will be disadvantaged. The details of this initiative are such that a child who was temporarily in receipt of Free School Meals for a short period during their Reception Year will be classed as Pupil Premium for the remainder of their primary school life and will continue to be in receipt of the funding grant. Hence some Pupil Premium children will never have need for the grant allocation to be spent on specific interventions to ensure they reach their potential.

Consequently the principle by which this school uses the Pupil Premium Grant is as follows:

Firstly, we will allocate the entirety of the grant to fund specific interventions and programmes of support for the individual child *if such are necessary* in order to ensure that the child reaches their academic and social potential.

Secondly, we will allocate the grant as and when required to fund specific interventions and programmes of support for children who do not normally require such, but may do so at certain periods – i.e. when a parent in the military is on a tour of active service abroad.

Thirdly, we will use the grant to support the whole school budget in order to maintain our current practice of having all children taught in classes of 26, with

qualified teachers, supported by an extensive team of teaching assistants in well-resourced and maintained classrooms.

Principles behind the Maximisation of Pupil Progress, Attainment and Development

Quality first teaching is the most important factor relating to pupil progression and closing the gap between the attainment levels of the disadvantaged and non-disadvantaged pupils. Whilst money can be spent in a variety of ways to aid the progression of children, nothing is as important as ensuring that the children are taught by highly capable teachers who are able to deliver highly effective lessons. This means recruiting, retaining and developing the best teaching staff possible. It also means that the school must give these teachers the resources and time required to plan, prepare, deliver and assess their lessons, and to work with their pupils to ensure that the latter are as fully informed as possible about how they can improve their work.

Research shows that it is of fundamental importance that pupils receive timely, clear feedback on their work. Teachers need to provide pupils with reinforcement as to where their strengths lie and most importantly, clear feedback on what to focus on in order to improve where they are weaker. In order to progress, pupils need to feel actively engaged in their learning and to be provided with continuous guidance on how and where they need to improve their work further.

It cannot be over stressed that the single most important factor in ensuring that children progress in school is that they are taught well by good teachers. But it is also therefore of considerable importance that the school leaders ensure that teachers are provided with all that they require in order to be effective in their role.

School leaders must ensure that the school has an extensive and adequately resourced curriculum, set out with skills progressions across the year groups, so that teachers know what they have to achieve in their lessons, for each subject and each year group, and are able to do so.

It is then the responsibility of school leaders to ensure that the effectiveness of teaching and learning is monitored and steps are taken to address subsequently any weaknesses which are found. This can relate to a particular teacher's ability or that of the teaching staff as whole. School leaders will use CPD opportunities, including inset days, to address any such weaknesses.

They must also ensure that any special needs of pupils are clearly identified and planned for, and that appropriately capable staff are directed to address these needs through targeted interventions which are monitored for success.

Only once these factors are in place, can a school expect to ensure that pupils' academic progress is maximised.

Allocation of Pupil Premium Grant 2019-20

At St Peter's the governors have considered the heightened financial pressures which their school faces and have committed to retaining small classes of no more than 26 children, all being taught in distinct age group classes. We will not reduce the number of our teaching staff and introduce mixed age group classes. Rather, our priority for financial spending is to recruit and retain the best teaching staff possible for seven separate age group classes.

However, this decision does not in any way detract from our stated principle of allocating either the entirety or part of a child's Pupil Premium grant to fund specific interventions and programmes of support for the individual child if such are necessary.

The school holds a comprehensive provision map showing how the PPG is being spent for each child who receives such. This confidential document is reviewed by the governors charged with monitoring duties. The goal of the school is to increase the rates of progress for all of our children and our goal in relation to the PPG is to bring the rates of progress for PP children at least into line with those of non PP children.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	173
Total number of pupils eligible for PPG	25 (15%)
Total amount of PPG received	£ 35440
Date of most recent Pupil Premium Review	LA review – Spring 2018
Date for next internal Review of this Strategy	November 2020

Average steps progress made in-year 2018-19

(Excludes year R)

	Average steps increase reading	Average steps increase writing	Average steps increase maths
Whole School	5.58	5.62	5.63
Boys	5.52	5.61	5.61
Girls	5.65	5.63	5.66
Pupil Premium	5.04	4.76	4.68
FSM	5.40	4.60	4.80

Percentage on track to reach National Expectations in each of R, W & M – End of Year 2020

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All Children	92	82	67	58	60	32
Boys	100	75	67	75	64	27
Girls	87	90	67	42	56	36
Pupil Premium	NA	100	17	33	67	11
Number of PP	0	1	7	3	3	9

Monitoring arrangements, including Pupil Premium Strategy Review:

The impact of Pupil Premium funding on outcomes for pupils is monitored as part of our Pupil Progress meetings. These meetings are attended by the class teacher, the Head of the respective key stage, SENCo, the Assessment Co-ordinator and the Headteacher. Some of the meetings are also attended by a designated governor who reports to the FGB on the thoroughness of the process. At the meetings the progress of all pupils will be discussed, but obviously particular attention is paid to the needs of any children who are not progressing at a suitable rate and/or not achieving the required level of attainment for any reason, as well as a specific focus on the progress of any PPG children and a review of the class provision map. The class teacher will report on the effectiveness of any interventions being delivered and be able to discuss the need to continue, alter or commence any intervention for any particular child.