



## **Pupil Premium Policy**

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Empathy, Respect, Forgiveness and Responsibility

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Committee Responsible:	Curriculum & Standards Committee
Approved Date:	22 <sup>nd</sup> February 2021
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## **Mission Statement**

At The King's CE School

we believe that everyone is unique and created in God's image.

We enable all to achieve their God-given potential;

to grow, learn and aspire;

to transform their lives and the lives of others

and to journey in faith without limits

within a unified, respectful and harmonious community.

### **'Aspire, Believe and Achieve Together'**

Aspire to be the best that we can be... Believe that anything is possible... Achieve beyond what we ever imagined...

- ◆ Learn and worship in the name of God – Father, Son and Holy Spirit – revealed in the life, death, and resurrection of Jesus Christ and value, respect and celebrate all faiths and cultures.
- ◆ Believe in themselves and become successful adult – developing their vision, faith, ambition and aspirations.
- ◆ Develop a resilience and inner strength to overcome life challenges.
- ◆ Embrace life-enriching experiences and make well-informed lifestyle choices that promote health and wellbeing.
- ◆ Develop thinking skills and transferrable skills, working in partnership to become life-long learners.

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## Aims

The King's CE School intends to use the targeted Pupil Premium funding strategically to support all students in reaching their full potential. We will ensure that this funding is directed towards the students for whom it is intended and that it impacts positively on their educational development and future life chances by:

- Closing the attainment gap between disadvantaged pupils and their peers
- Accelerating pupil progress
- Supporting and nurturing all pupils

## Principles

- To ensure that teaching and learning opportunities meet the needs of all pupils
- To improve our systems for identification, tracking and monitoring of pupils
- To make appropriate provision for all pupils to fully access the curriculum, extra-curricular and cross-curricular activities, including providing opportunities to support extended learning.
- To deliver increased levels of intervention.
- To ensure appropriate provision for all pupils who belong to vulnerable groups, including assessing and addressing the needs of all our disadvantaged pupils

## Provision

The range of provision includes:

**Teaching and Learning Initiatives** - Additional class-based or intervention work to accelerate the progress of targeted groups or individuals.

**More Able** - Identify resources for 'More Able' pupils on Free School Meals to enable them to reach their full potential

**Support with Learning** - Enable pupils to access learning and to accelerate their progress where there are specific barriers

**Pastoral Support** - Raising self-esteem and extending personal skills in order to maximise learning opportunities

### **Extra-curricular and Enrichment Provision**

- Support for Enrichment Activities and Educational Visits
- Sports Participation Support
- International Visit Support
- Support sessions to complete homework and Extended Learning

**Links with Parents** - To include Parental Workshops etc.

**External Services** - Pupil Premium funding may be used to source and purchase additional external services to support students and their families where appropriate

## Measuring and Reporting Progress

The School will evaluate the impact on all students at the end of each term. Evaluations will focus on academic achievement and the student's personal development.

Reports will also be presented to the Governing Body on the following:

- Pupil progress made towards narrowing the gap
- Benchmarking progress against the national average
- Details of the provision made during the term
- An evaluation of the effectiveness of all initiatives
- Pupil Premium Funding Statement

## Benchmarking

The School will issue an annual online statement of information showing how Pupil Premium funding is being used to address the issue of closing the gap for all disadvantaged students.

This information will include:

- The amount of the School's allocation for the current academic year
- Details of how the funding is intended to be spent
- Details of how the previous year's allocation was spent
- The effect of this expenditure on the educational attainment of all students

## Evaluation

The success criteria for this policy are:

- An effective system for identifying, assessing and monitoring students
- The majority of pupil premium students at least meeting their individual targets
- Developing confident and independent learners
- Parents that are engaged and involved in their children's learning

## Appendix A- Covid-19 Catch-Up Premium and Curriculum Expectations 2020/21

The DfE has allocated £650 million to be spent on ensuring all pupils have the chance to catch up and supporting schools to enable them to do so. Whilst our principal will decide how the money is spent, the Education Endowment Foundation has published guidance on effective interventions to support schools. For pupils with complex needs, schools should spend this funding on catch-up support to address their individual needs. There is also an allocation of £350 million for a National Tutoring Programme, intended to deliver proven and successful tuition to the most disadvantaged and vulnerable young people.

The DfE has also set out the following **Curriculum Expectations**, to ensure that all pupils – particularly disadvantaged, SEND and vulnerable pupils – are given the catch-up support needed to make substantial progress by the end of the academic year.

### **Education is not optional**

All pupils receive a high-quality education that promotes their development and prepares them for the opportunities, responsibilities and experiences of later life.

### **The curriculum remains broad and ambitious**

All pupils continue to be taught a wide range of subjects, maintaining their choices for further study and employment.

### **Remote education**

DfE asks that schools meet the following key expectations:

1. Teach an ambitious and broad curriculum in all subjects from the start of the autumn term, but make use of existing flexibilities to create time to cover the most important missed content...In particular, schools may consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading.
2. Aim to return to the school's normal curriculum in all subjects by summer term 2021.
3. Plan on the basis of the educational needs of pupils. Curriculum planning should be informed by an assessment of pupils' starting points and addressing the gaps in their knowledge and skills.
4. Develop remote education so that it is integrated into school curriculum planning.

## Looking Ahead: Pupil Premium Strategy 2020/21

Our Pupil Premium Strategy is reviewed annually and the impact on individual pupils' educational attainment, as a result of Pupil Premium expenditure and our strategy, is measured, monitored and evaluated. This enables us to ensure that year on year, support systems and processes are in place to improve and accelerate progress and academic achievement for individual pupils. Continual review ensures we are always developing and evaluating programmes and initiatives which will support the engagement and involvement of disadvantaged pupils most effectively.

We recognise that the disruption to our disadvantaged pupils' education from their extended time outside of the classroom will, for many, have increased the attainment gap between their non-disadvantaged peers. However, we also know that our pupils will require additional support, other than academic intervention, to support them with their return to education.

## Barriers Analysis

Identifying key barriers to learning for our Pupil Premium pupils since returning from an extended period away from school has been critical to informing our Pupil Premium Strategy 2020/21.