

St Martin-in-the-Fields High School for Girls

A CHURCH OF ENGLAND ACADEMY
Service Compassion Justice Perseverance



PUPIL PREMIUM POLICY

APPROVED: October 2021
DATE TO BE REVIEWED: September 2022

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS
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At St Martin's we are a family community built from Christian values. We believe, most importantly, that we belong to something much greater than ourselves – Christ is at the centre of our Church of England school community. In all that we do, we seek to show God's care for our students. We live, love and learn together. Students of all faiths and none are welcomed into our school family. We value, respect and celebrate all faiths and cultures because we are inspired by a welcoming, inclusive and loving God, seen in Jesus Christ and lived out through the Holy Spirit, alive in every person.

Our vision

A high achieving Christian Girls' School with a thriving mixed Sixth Form where excellence is exemplified and encouraged, ensuring an enriching educational experience where our students appreciate that learning is not a matter for school but for life and productive citizenship.

Our Mission

Inspired by our motto "Caritate et Disciplina" Our mission is to create a safe, caring, happy and inclusive community underpinned by our Christian values. We want our students to shine and grow together in faith and knowledge, developing their unique gifts and talents both in the classroom and in the wider life of the school and beyond.

We believe that reverence for God, respect for self, others and the environment is essential in today's society and we therefore dedicate our effort towards fostering these virtues. During their time at St Martin's, they will be empowered to fulfil their learning potential because they are **Hopeful, Enquiring, Respectful, Organised, Independent and Collaborative**. Our students will fulfil their academic potential, but more than this, they will develop the skills, competencies and personal qualities and characteristics that will help them to be successful in the future in whatever route they choose to take.

'Show yourself in all respects to be a model of good works, and in your teaching show integrity, dignity, and sound speech'

Titus 2: 7-8

St Martin's School Prayer

Dear God

We thank you for your love and your promise to be with us.

At school or work, at rest or play, help us to feel near to you and hear your voice.

Guide each one of us to be like St Martin by always showing respect, encouraging one another and serving our community.

Help me to be aware of my talents, be independent, enquiring and hopeful for the future.

Amen

Inspired by St Martin's Original School Prayer

We nurture. We develop. We educate. We are St Martin's.

OVERVIEW

The Pupil Premium Grant is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months or whose parents are currently serving in the armed forces). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers.

Schools are given £955 for every student in 2020/21 on their roll that:

- is currently able to claim Free School Meals OR
- has claimed Free School Meals in the last 6 years OR
- is a child of parents serving in the armed forces (£310 allowance only).

In addition, the Local Authority receives £2,345 per Looked After Child (in the care of the local authority) which they can use to support Looked After Children's educational progress and pass onto the school.

PRINCIPLES

St Martin's will provide an excellent education and the highest expectations for all, regardless of background or barriers to learning. The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.

High-quality teaching and learning should be prioritised over intervention. The Pupil Premium should be used to ensure disadvantaged students access excellent teaching and learning every day. The Pupil Premium should address the needs of students as early as possible. It should focus on gaps in learning. End of key stage outcomes are a by-product of this approach.

All members of St Martin's staff and governors accept responsibility for those students recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs. Every student who is considered to be 'disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of disadvantage.

OBJECTIVES

Our key objective in using the Pupil Premium Grant is to narrow the gap between student groups. As a school we have an emerging track record of ensuring that students make good progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For students who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations.

- St Martin's will ensure that the Pupil Premium funding reaches the groups of students for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and raise the achievement.
- The funding will be used to narrow and close the gap between the achievement of students identified as pupil premium and their peers.
- St Martin's will use the additional funding to address any underlying inequalities between students eligible for pupil premium and others.

HOW WE WILL ENSURE EFFECTIVE USE OF PUPIL PREMIUM FUNDING

The Headteacher in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of the entitled students. Funding will be allocated following a needs analysis which will identify priority groups or individuals.

In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of students the individual school has legitimately identified as being socially disadvantaged.

St Martin's will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium.

The Headteacher will report to the governing body and parents on how effective the intervention has been in achieving its aims, including publishing online information about how the Premium has been used.

We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.

We will monitor, evaluate and review the success of the impact of the pupil premium funding.

Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards than would have been likely without it.

HOW DOES THE SCHOOL USE THIS FUNDING?

Through strategies and interventions which can improve the progress and attainment of students who are in receipt of pupil premium funding. Examples of the range of provision we may put in place include:

- Providing small group or 1:1 support with an experienced member of staff to focus on overcoming barriers to learning
- Facilitating students' access to education and the curriculum through additional or specialist resources e.g. specialist software
- Additional teaching and learning opportunities provided through learning mentors, trained teaching assistants or external agencies
- Lunchtime and afterschool clubs provision to support with homework
- Aspiration interventions
- School Uniform and PE kit
- Financial support for curriculum linked trips and extracurricular activities
- Breakfast club - provision for wellbeing
- Study provision access to computers and internet
- Careers information and guidance
- Literacy and numeracy support

THE ROLES OF STAFF WORKING WITH THIS GROUP OF STUDENTS

Leadership: At all levels, Pupil Premium is a leadership priority and is discussed and addressed. It is a regular item in the Senior Leaders' meetings.

Pupil Premium Lead: The member of staff who takes responsibility for the effective use of Pupil Premium funding and the monitoring of its impact. They also proactively support students in the Pupil Premium group. They report to a nominated member of the school leadership team.

Progress Leaders take an overview of the support offered and ensure that individual needs are met by referral to relevant support providers in the school and – where appropriate – outside the school.

HeadS of Department/ Subject Leaders are responsible for the monitoring and addressing the needs of this cohort in their subjects.

Staff in various roles including those of teachers, tutors and support providers: Being aware of the group to which these students belong, ensuring that their progress is monitored, referring any cause for concern to the relevant member(s) of staff within the school and implementing intervention within their area of responsibility, as needed.

ANALYSING DATA

We will ensure that:

- We ensure teachers know who their disadvantaged students are
- All staff are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school and within their own departments
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective
- We monitor and evaluate impact of student results
- We give systematic feedback to students
- We involve Governors in planning and evaluating

IDENTIFICATION OF STUDENTS

We will ensure that:

- All teaching staff and support staff are involved in analysis of data and identification of students
- All staff are aware of who pupil premium and vulnerable students are
- All pupil premium students benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining students)
- Student's individual needs are considered carefully so that we provide support for those students who could be doing 'even better if...'

Teaching and Learning Expectations

We will ensure that all students receive good teaching, with increasing percentages of outstanding teaching achieved by supporting all staff to:

- Set high expectations
- Use the lesson observation context sheet to outline the intervention strategies being used to support every PP student
- Have a data driven seating plan
- Address any within-school variance
- Ensure consistent implementation of classroom expectations
- Share best practice within the school and draw on external expertise
- Provide high quality PD
- Improve assessment through joint marking, feedback and moderation

QUALITY FIRST TEACHING

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and department leaders, and interventions put in place.

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.

The child's class teacher will take steps to provide differentiated 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 PP Interventions Manager, and SENCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

REPORTING THE USE AND IMPACT OF PUPIL PREMIUM FUNDING

Schools have the freedom to choose the interventions they consider to be most effective and cost-effective. It is a requirement that details about Pupil Premium spending is published on line and the DfE state that we publish the following:

- ➔ The school's pupil premium allocation for the current academic year
- ➔ Details of how we intend to spend the allocation
- ➔ Details of how we spent the previous academic year's allocation
- ➔ How it made a difference to the attainment of disadvantaged students

The governors will ensure that there is an annual statement to parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged students. This will alongside a provision map for Pupil Premium be posted on the school website. It will be the responsibility of the Headteacher to produce a report for the Governing Body that will include:

- ➔ The progress made towards closing the gap, by year group, for disadvantaged students.
- ➔ An outline of the provision made during the term since the last report.
- ➔ An evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support.

DOCUMENTS ASSOCIATED WITH THIS POLICY:

- Pupil Premium Action Plan
- Pupil Premium Spend Plan for academic year
- Education Endowment Foundation plan of strategies from toolkit
<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>
- Pupil Premium Report