



**St Mary's CE Primary School**  
Felsham Road  
Putney

# **Pupil Premium Policy and Practice**

***Vision:** Delivering excellence, allowing all to flourish*

***Mission:** Creating a culture of wonder, guided by Christian faith*

***Values:** Compassion, Endurance, Thankfulness*

September 2019

## Overview

The pupil premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for Free School Meals (FSM) in Reception to Year Eleven.

Parents qualify for FSM for their children if they receive one of the following benefits (there are some exclusions, please see the respective notes below):

- Income support (IS)\*
- Income based job seekers allowance (IBJSA)\*
- An income-related employment and support allowance
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit (provided they are not entitled to Working Tax Credit) and have annual income that does not exceed £16,190 as assessed by Her Majesty's Revenue Customs\*\*
- Guaranteed element of State Pension Credit

\*Children who receive (IS) or (IBJSA) in their own right are also eligible to receive free school meals.

\*\*Parents/Guardians who are in receipt of Child Tax Credit and have an annual taxable income in excess of £16,190 are not eligible for FSM

\*\*Parents/Guardians who are in receipt of Pension Tax Credit and have an annual taxable income in excess of £16,190 are not eligible for FSM

Where a parent is entitled to Working Tax Credit during the four-week period immediately after their employment ceases, or after they start to work less than 16 hours per week, their children are entitled to FSM.

The grant is also given to schools for pupils who are looked after (CLA). For CLA pupils the Pupil Premium was calculated using the Children Looked After data returns (DDSA903). Schools will also receive the grant for each pupil who has left local-authority care (Post LAC) because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

A premium has also been introduced for children whose parents are currently, or have served in the armed forces (Ever5 Service Premium). The service premium is designed to address the emotional and social well-being of these pupils.

The pupil premium is additional to main school funding and it will be used by this school to address any underlying inequalities between the children identified above and none Pupil Premium children, by ensuring that funding reaches the children who need it most.

In 2015-16 an Early Years Pupil Premium was introduced for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. Early years providers are any organisation offering education for children aged under 5, including nurseries and childminders. 3 and 4 year olds

in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:

- their family gets 1 of the following:
  - income Support
  - income-based Jobseeker’s Allowance
  - income-related Employment and Support Allowance
  - support under part VI of the Immigration and Asylum Act 1999
  - the guaranteed element of State Pension Credit
  - Child Tax Credit (provided they’re not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
  - Working Tax Credit run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
  - Universal Credit
- they are currently being looked after by a local authority in England or Wales
- they have left care in England or Wales through:
  - an adoption
  - a special guardianship order
  - a child arrangement order

#### Funding

In the 2019 to 2020 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in Nursery recorded as Ever 6 free school meals (EYPP)	£302
Pupils in year groups Reception to Year 6 recorded as Ever 6 free school meals	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,320
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Pupils in year groups Reception to Year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

### Objectives

1. The Pupil Premium will be used to provide support to improve the progress and to raise the standard of achievement for these pupils.
2. The funding will be used to narrow and close the gap between the achievement of these pupils and their peers.
3. As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
4. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.
5. We will use a tiered approach to Pupil Premium spending by improving teaching, targeting academic support and considering wider strategies (to remove non-academic barriers to learning e.g. attendance, behaviour and social/emotional support).

### Strategies

1. Pupil premium will be spent over the academic year (from September 2019 to July 2020) with the funding (for EY Premium and YR FSM pupils) arriving in April 2020 and evidence of spending to be produced from the following September (2020).
2. The Head Teacher, in consultation with the Governors, Staff and Parent/Carers will decide how the Pupil Premium should be spent for the benefit of entitled pupils.
3. The school will assess what additional provision should be made for the individual pupils through the creation of a spending plan.
4. The school will be accountable for how it has used the funding to support the achievement of those pupils covered by the Pupil Premium and the Head Teacher will report to the Governing Body and parents on how effective the intervention has been in achieving its aims. We will publish the Pupil Premium report on the school's website (using the format outlined in Appendix 1).
5. We will ensure that parents of entitled children, governors and staff are made fully aware of the activities/strategies covered by the Premium.
6. We will seek to further develop strategies and interventions which can improve the progress and attainment of these pupils.
7. 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.
8. We will monitor, evaluate and review the success of the impact of the Pupil Premium funding.

### Outcomes

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. 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.

Monitoring and Review

We will review this policy once every year as well as responding to trends that suggest the need for review.

Name/s and job title of reviewer	Date of review	Date of governor approval	Suggested date for review
<b>Miss Cheryl Payne – Head Teacher</b>	<b>August 2013</b>	<b>December 2013</b>	<b>December 2014</b>
<b>Miss Cheryl Payne – Head Teacher</b>	<b>October 2014</b>	<b>December 2014</b>	<b>December 2015</b>
<b>Miss Cheryl Payne – Head Teacher and Mrs Bryony Barron – Inclusion Manager</b>	<b>September 2015</b>	<b>November 2015</b>	<b>June 2016</b>
<b>Miss Cheryl Payne – Head Teacher and Mrs Wendy Livingstone – Deputy Head</b>	<b>September 2016</b>	<b>November 2016</b>	<b>June 2017</b>
<b>Miss Cheryl Payne – Head Teacher and Mrs Wendy Livingstone – Deputy Head</b>	<b>September 2017</b>	<b>September 2017</b>	<b>June 2018</b>
<b>Miss Cheryl Payne – Head Teacher and Mrs Wendy Livingstone – Deputy Head</b>	<b>September 2018</b>	<b>October 2018</b>	<b>June 2019</b>
<b>Miss Cheryl Payne – Head Teacher and Mrs Wendy Livingstone – Deputy Head</b>	<b>September 2019</b>	<b>September 2019 tbc</b>	<b>June 2020</b>

## Appendix 1

### Pupil Premium Report to Parents and Governors September 20..

# Pupil Premium Strategy/Self Evaluation

1. Summary Information					
<b>School:</b>	St Mary's CE Primary School, Putney				
<b>Academic Year</b>		Total PP Budget (18-19) Total PP Budget (17-18) Total PP Budget (16-17) Total PP Budget (15-16)		Date of Most recent PP review	
<b>Total Number of Pupils</b>		Number of pupils eligible for PP	22 (YR-Y6) 18-19 24 (YR-Y6) 17-18 14 (YR-Y6) 16-17 9 (YR-Y6) 15-16	Date for next internal review of this strategy	
2. Current attainment					
	<b>Pupils eligible for PP (your school)</b>		<b>Pupils Not eligible for PP (national average)</b>		
% achieving expected standard or above in reading, writing and maths					
% making expected progress in reading (as measured in the school)					
% making expected progress in writing (as measured in the school)					
% making expected progress in maths (as measured in the school)					

<b>3.Barriers to future attainment (for pupils eligible for PP)</b>				
<b>Academic Barriers (issues to be addressed in school, such as poor oral language skills)</b>				
A.				
B.				
C.				
<b>Additional Barriers (including those which also require action outside school, such as low attendance)</b>				
D.				
E.				
<b>4. Intended Outcomes (specific outcomes and how they will be measured)      Success criteria</b>				
A.				
B.				
C.				
D.				
<b>5. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of Teaching for all</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)</b>	<b>Lessons Learned (and whether you will continue with this approach)</b>	<b>Cost</b>
<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for</b>	<b>Lessons Learned (and whether you will continue with this approach)</b>	<b>Cost</b>

		PP, if appropriate)			
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>Estimated Impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate)</b>	<b>Lessons Learned (and whether you will continue with this approach)</b>	<b>Cost</b>	
<b>6. Planned expenditure</b>					
<b>Academic Year</b>					
The 3 headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>					
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>					



<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended Outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total budgeted cost</b>					
<b>7. Additional detail</b>					