

St Paul's Church of England Primary School Oswaldtwistle



***‘Don’t let anyone look down on you because you are young
but set an example for the believers in speech; in conduct; in
love; in faith and in purity (1 Timothy 4:12).’***

Pupil Premium Policy

September 2025

Rationale

In line with our school mission statement and vision, here at St Paul's Church of England Primary School we have high aspirations and ambitions for **all** our children, and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget, and this policy outlines how we will ensure it is spent to maximum effect.

Aims

At St Paul's Church of England Primary School there is a school-wide commitment to raising achievement for ALL pupils and a key objective for the use of the pupil premium grant is to close the gap between pupil groups.

- To continue to sustain quality support for well-being/mental issues
- To continue to further develop language and communication skills
- To continue to sustain attainment in Reading
- To close the attainment gap in Writing
- To continue to sustain attainment in Mathematics
- To continue to improve confidence, independence and self esteem
- To continue to improve the wider opportunities available for all our pupils
- To continue to improve attendance and punctuality
- To continue to develop parental engagement, support and partnership work to remove barriers to learning
- For **all** pupils to achieve the highest possible standards and realise their full potential in all aspects of their learning

Background

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds, in local authority care, adopted from care and families in the services. Research shows that pupils from these backgrounds underachieve compared to their peers. Pupil Premium is provided to enable these pupils to be supported to reach their potential. The government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six-year period (ever 6). At St Paul's we will be using the indicator of those eligible for FSM and ever 6 as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context/Common Barriers to Educational Achievement

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to educational achievement faced by many of our eligible children are; weak language and communication skills, lack of confidence and low self-esteem. A significant proportion of our pupils have been exposed to adverse childhood experiences (ACEs).

These negative experiences can impact well-being and become contributing factors for mental health, attendance and punctuality and complex behavioural difficulties. Many of our children receive less support at home and there may also be complex family situations that can have an impact on children's outlook, affecting their ability to learn and make good progress. The challenges are complex and varied, therefore, it is important that individual needs are effectively identified and catered for. Some FSM children experience none of these barriers. The challenges are varied and there is no "one size fits all".

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are no excuses made for underperformance
- staff adopt a solution-focused approach to overcoming barriers
- staff support children to develop 'growth mindsets' towards learning

Analysing Data

We will ensure that:

- all staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research to support us in determining the strategies that will be most effective
- There is a named Pupil Premium governor, whose role is to specifically challenge Pupil Premium data

Identification of Pupils

We will ensure that:

- all staff are aware of who pupil premium and vulnerable children are
- all pupil premium children benefit from the funding, not just those who are underperforming.
- underachievement at all levels is targeted (not just lower attaining pupils)
- children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if....."

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good and outstanding teaching which is achieved by leaders:

- setting whole-school high expectations
- addressing any within-school variance
- ensuring consistent implementation of policies
- sharing good practice within the school and drawing on external expertise
- providing high quality CPD

- continuing to improve assessment through joint assessing and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- actively teaching Behaviour for Learning to maximise lesson time
- improving attendance and punctuality
- providing earlier intervention (KS1 and EYFS)

Individualising support

We will ensure that the additional support we provide is effective by:

- looking at the individual needs of each child and identifying their barriers to learning
- ensuring additional support staff and class teachers communicate regularly
- providing high quality intervention across the phases
- matching the skills of the support staff to the interventions they provide
- working with other agencies to bring in additional expertise
- providing support for parents to develop their own skills to support their children’s learning within the curriculum and to manage in times of crisis
- tailoring interventions to the needs of the child e.g. targeted maths revision sessions for children who struggle in the main lesson
- recognising and building on children’s strengths to further boost self esteem

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for, and are committed to providing, completely individualised interventions and support through the deployment of our Pupil Support Worker for set periods of time to help children in times of crisis.

Monitoring and Evaluation

We will ensure that:

- a wide range of monitoring is used including achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- assessment data is collected so that the impact of interventions can be monitored regularly
- assessments are closely moderated to ensure accuracy
- teaching and support staff contribute to pupil progress meetings each term and the identification of children is reviewed
- regular feedback about performance is given to children and parents
- interventions are adapted or changed if they are not working
- case studies are used to evaluate the impact of pastoral interventions, e.g. for attendance and behaviour

Reporting

When reporting about Pupil Premium funding we will include:

- information about the context of the school
- objectives for the year and following 2 (3 year plan)
- reasons for decision making
- analysis of data
- use of research
- nature of support and allocation
 - ❖ Learning in the curriculum
 - ❖ Social, emotional and behavioural issues
 - ❖ Enrichment beyond the curriculum
 - ❖ Families and community
- an overview of spending
 - ❖ total PPG (Pupil Premium grant) received
 - ❖ total PPG spent
- a summary of the impact of PPG
 - ❖ performance of disadvantaged pupils (compared to non-pupil premium children)
 - ❖ other evidence of impact e.g. Ofsted, Accreditations
 - ❖ case studies (pastoral support, individualised interventions)
 - ❖ implications for pupil premium spending the following year

The Governing Board will consider the information provided and will ensure that there is an annual statement to parents on the school website outlining how Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Reviewed Sept 2025
Next review: Sept 2027