



**St Columb Minor
Academy**



Kernow Learning
Building Excellent Schools Together

Pupil Premium Policy

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Appendices:	No
School or Trust policy:	School

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01637 873958 or email scminor@kernowlearning.co.uk



Background

The Pupil Premium funding for is allocated to schools with pupils on roll who are known to be:

- Eligible for free school meals either now or at any time in the last 6 years.
- Children of service personnel now or at any time in the last 6 years.
- Children in local authority care

Legislation and Guidance

This policy is based on the [pupil premium conditions of grant guidance \(2021-22\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

In addition, this policy refers to the DfE's information on [what academies should publish online](#), and complies with our funding agreement and articles of association.

Aims of this Policy

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible
- Set out how the school will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school

School Aims

At St Colum Minor Academy we believe that all children have the right to aspire to excellence and in so doing achieve this and aim to ensure that the targeted and strategic use of Pupil Premium funding will support us in enabling all children to succeed.

All of our work funded by the Pupil Premium will be aimed at accelerating progress to ensure children achieve maximum attainment so that the vast majority of children leave St Columb Minor Academy, at, or above, the National average. Funding will also be used to develop high aspirations for the future so that children can continue to succeed.

Principles

- We recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- We also recognised that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support





any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged.

We ensure that appropriate provision is made for all pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.

- In making provision for socially disadvantaged pupils, we ensure that teaching and learning opportunities meet the needs of all pupils.
- We recognise that children who meet the criteria for Pupil Premium funding may already be achieving at or above the National expectation for their age group. Therefore, we seek to accelerate their progress through enrichment to further promote their academic successes.

Purpose of the Grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Provision through use of the Grant

At St Columb Minor Academy, we have a range of provision in place to support children who belong to vulnerable groups, including those who are socially disadvantaged. The range of provision is determined by an annual needs analysis based on school data, identified SEN needs and SEMH observations. This provision has the full support of the Governing Body.

Evidence shows that the single greatest factor that influences a child's life chances is a well trained intuitive practitioner who can recognise and respond to need. Therefore, we place a lot of emphasis on training our greatest asset – class teachers and teaching assistants. *"There are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes and it is particularly important for pupils from disadvantaged backgrounds."* DfE 2021.

At St Columb Minor we endeavour to meet the challenges of disadvantage in a plethora of ways.

We recognise that the disadvantage that children face is multi-faceted and the school closures between March 2020 and March 2021 have served to magnify these factors of disadvantage, the effects of which are still being felt in the academic year 2022-23 (particularly in the current Y2 and Y3 cohorts). We feel keenly the responsibility to take informed and precise action that will have the greatest impact on addressing the disadvantage. We take an evidence





informed approach in all that we do and we evaluate our actions to ensure there is best value, greatest impact and an attention to detail that is forensic in its inception and delivery.

We recognise that during the school closure periods:

- Our then Year 2 children missed 30% of their education (current Y3)
- Our then Year 1 missed 17% of their education (current Year 2)
- Our then Foundation Stage had disrupted access to their preschool provision. (Current Year 1)

We know that the disruption to pupils' education affected disadvantaged pupils significantly. There is an overriding need to ensure the curriculum is robust and well placed to enable disadvantaged pupils to achieve well. Our focus includes:

- Ensuring that teaching and learning opportunities meet the needs of all pupils through high Quality First Teaching (HQFT)
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- Making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore allocate Pupil Premium funding to support any pupil or groups of pupils that the Academy has legitimately identified as being socially disadvantaged or have additional vulnerabilities such as SEN / EAL
- Over the past 2 years there has been a period of academic disruption.
- Including all pupils in challenging and rich learning.

Pupil Premium funding will be allocated following annual needs analyses which will identify priority classes and groups in 3 main activity types:

- 1. Support**
 - 2. Intervention**
 - 3. Enrichment**
- Support**

- We use qualitative and quantitative data to set aspirational targets for our pupils.
- We actively engage in the use of outside agencies to introduce positive behaviour management strategies within the classroom for those children whose low-level behaviours disrupt learning for other children e.g.: APA outreach programme
- We use wider services to support children with other needs: Educational Psychologist, Speech and Language Therapist, counsellor and Educational Welfare Officer.
- Investment in our pastoral support team to provide additional support for children whose barriers to learning or attendance are social and emotional.





Intervention

- Staff are aware of disadvantaged pupils in their year group and other factors that may affect or enhance performance (mobility, SEN, MABLE, attendance) through our pupil premium record.
- All pupils progress is tracked termly and appropriate interventions are put in place to mitigate underachievement.
- Pupil conferencing focuses attention on attainment and progress of disadvantaged children to ensure gaps are addressed.
We invest in pastoral and behaviour staff to ensure social, emotional and behavioural barriers to learning are reduced.
- We invest in a wide range of Continuing Professional Development for teachers including high quality training, coaching and rigorous monitoring to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

Enrichment

- We offer a wide range of after school provision, which we actively promote and
- We ensure that disadvantaged children are proportionately represented in school enrichment events: Kingfisher project, G7 school council event etc.
- We subsidise holiday provision for disadvantaged groups (Imagine outdoors)
- Trips and residential are offered and subsidised throughout the year.
- Music lessons are subsidised when offered and accepted by disadvantaged families.
- We target disadvantaged children in the Aim Higher Mentor scheme.
- In addition to the above, we provide financial assistance for uniform and on occasion have funded transport and wrap around care where families have needed it. encourage attendance at by disadvantaged pupils.
- We ensure all school teams have proportional representation from disadvantaged children.

When we plan the 3 levels of support, we consider carefully the barriers that are faced by our disadvantaged children and their families

Roles and Responsibilities Headteacher and Senior Leadership Team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding





- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The Local Governing Body is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

Other School Staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

Virtual School Heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority





- Making sure methods for allocating and spending ensure that looked after children benefit without delay
- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children
- Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

