



In our school we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge and
we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”

Pupil Premium Policy

Please note that this Pupil Premium Policy should be read in conjunction with the Pupil Premium Strategy which can be found on the school website www.latymerallsaints.enfield.sch.uk

Aims

At Latymer All Saints, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every opportunity to realise their full potential and be fulfilled, healthy and successful in line with our strong Christian vision. Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

At Latymer All Saints, teaching and learning is promoted through our dynamic and responsive curriculum, which aims to stimulate enquiry and investigation; provide a wide range of experience through school trips and to celebrate the cultural heritage of the school community and the children, parents, staff and governors within it.

Pupil Premium funding will be allocated following a needs analysis of the groups of pupils who are eligible for the grant. In the case of Looked After Children (LAC) and Post Looked After Children (PLAC) the funding that they receive will be allocated through Personal Educational Plans (PEPs) and individualised to their needs. Early intervention, building independence, developing communication skills, targeting gaps and ensuring access to the wider curriculum should enable children to make good or better progress.

Background

The pupil premium is a government initiative that provides additional funding for pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach national expectations and their full potential.

The Government has used pupils entitled to free school meals (FSM), Looked After Children (LAC), Post Looked After Children (PLAC) 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. At Latymer All Saints we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to close the gap regarding attainment and to provide opportunities that would otherwise be unavailable to our vulnerable groups.

Context

When making decisions about using pupil premium funding, we see it as vital to consider the context of our school and the subsequent challenges our pupils and families face. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues.

Key Principles

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

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 the capacity to show **love** through respect and caring for others; have **aspiration** to achieve their potential through hard work and resilience and to see the value of **service** to their community in being good citizens.

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 identify underachieving groups to ensure that we are focusing on accelerating progress for the right pupils
- We track pupils attendance and punctuality to ensure that it is not impacting on their progress

Identification of Pupils

We will ensure that:

- A rigorous Pupil Progress structure is used to ensure that additional support is focused and FSM pupils are being picked up in interventions and targeted teaching programmes
- 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)

Support for our Children

As well as the quality first teaching provided by our excellent staff, we will ensure that any additional support we provide to our children is effective by:

- Looking at the needs of children in the groups identified and addressing barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using trained and skilled staff to provide high quality interventions and a programme of targeted teaching
- Working with other agencies to bring in additional expertise
- Providing enrichment opportunities, including subsidising school journeys, experiences and trips, which will support our rich curriculum.
- Maintaining a strong Pastoral Support Team, including two Learning Mentors and a Parent Support Adviser.
- Having a programme of parent workshops that provide opportunities for parents to share learning experiences with their children.

Monitoring and Evaluation

The School publishes the Pupil Premium Strategy Statement on the school website. This reviews expenditure for the previous year and sets out the desired outcomes for the next academic year. The plan identifies clear success criteria, linked to targeted outcomes, which the school tracks to ensure that funds improve outcomes for all pupil premium pupils.

Terming Evaluations of the Pupil premium Strategy is presented to the Curriculum and Staffing Committee of the School's Governing Body by the Headteacher.

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case

studies, and staff, parent and pupil voice

- Assessment data is collected frequently so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff attend pupil progress meetings termly with a member of the Senior Leadership Team and the identification of children is outlined and subsequently reviewed at each meeting
- Regular feedback about performance is given to children and parents
- Interventions and targeted teaching programmes are adapted or changed if they are not working
- Case studies are used to evaluate the impact of teaching and learning as well as pastoral interventions
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

The Governing Body is responsible for overseeing the provision for the children in receipt of the Pupil Premium grant. Within school there is a collective responsibility, held by all staff, to identify and remove barriers that stand in the way of Pupil Premium pupils' learning, progress and success.

The Governing Body ensures that this information is up-dated annually and frequently raises questions around how the school is diminishing the difference for pupils eligible for Pupil Premium funding.

Accepted by the Governing Body:

November 2019

Review Date: September 2021