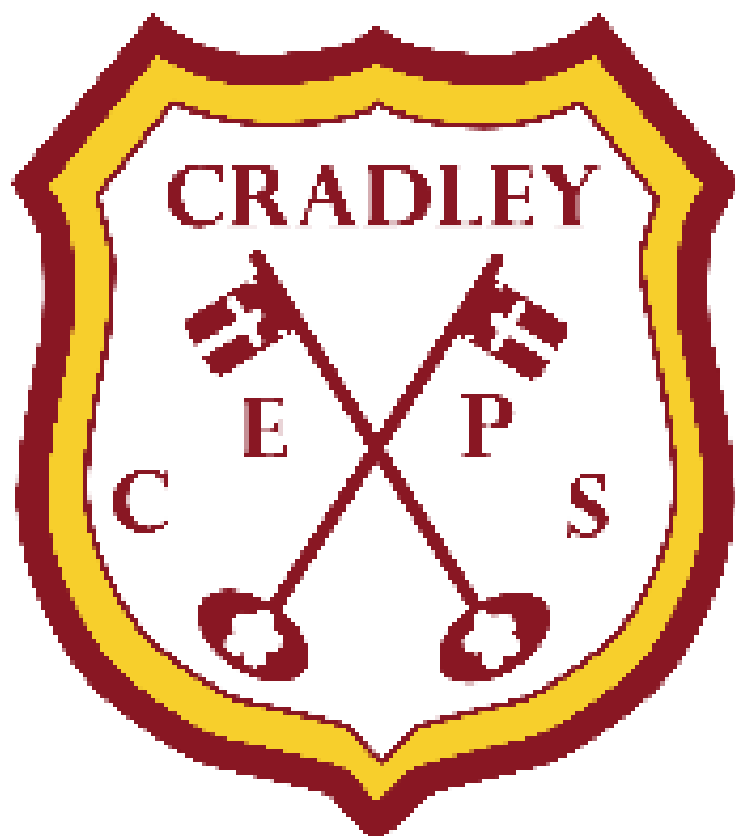


CRADLEY CE PRIMARY SCHOOL



Pupil Premium Policy

Policy developed by	Mrs Warford
Reviewed	Autumn 2024
Approved by Governors	Autumn 2024
Next review	Autumn 2026

I. Our vision

Believe

At Cradley Church of England Primary School we believe that every child is made in the image of God and as such is a person of great worth, to be valued and treated with respect. We want our children to believe in themselves and their own abilities so that they can aspire to be the best they can be. As a school we believe in all our children and encourage them to aim high and to follow their dreams. We will help our children to develop resilience, to have the confidence to choose the right path in life, but also to find their way back if they take a wrong turn. We will offer them an encounter with Jesus Christ, support them on a journey of faith and guide them in their spiritual life.

Belong

All relationships at Cradley CE are inspired by the example of Jesus; we aspire to be a welcoming and inclusive community in which all who belong can flourish. Our core Christian values are at the heart of all we do, allowing us to develop a true feeling of belonging and a sense of shared identity. We hope that everyone who comes to Cradley CE feels part of our Cradley family. Our children are encouraged to value and embrace the many local, national and global communities to which they belong and we support each child in developing the qualities of character which will help them to participate in their communities and to grow as responsible, compassionate and caring citizens.

Be Happy

Happiness is the key to success and this knowledge underpins everything we do at Cradley. We want our children to feel safe, secure and happy at school: happy to talk, happy to listen, happy to learn and happy to try new things and take risks. We will help each child to see that they are special and encourage them to value themselves, to be happy with who they are, a unique child of God.

Every Child

At Cradley CE we believe that every child is worthy of love and compassion and should be treated with dignity. We understand that every child is precious, each with their own special talents, needs and abilities. Through our broad and rich curriculum, each child is nurtured in confidence and given the opportunity to succeed, building on their own unique gifts.

Every Chance

At Cradley we believe that each child should have every chance to live life in its fullness and to fulfil their potential. We have high aspirations for all our children and our dedicated staff are committed to providing high quality teaching and learning. We encourage our children to be independent, resilient learners who cope wisely when faced with challenges or difficulties. We work in close partnership with parents and other stakeholders to open up horizons of hope and aspiration so that every child has the best possible chance to succeed and reach their potential.

Every Day

We encounter each new day with the view that anything is possible; each day is a chance to do better, with endless possibilities for our children to fulfil their potential. We encourage our children to make the most of every day and make sure each child has new and exciting opportunities to explore. Inspired by the Christian faith, forgiveness underpins all relationships; children are given a fresh start each day- another chance when they have made a mistake. They are encouraged to be forgiving in their daily lives and to give others another chance too. Through the variety of experiences and opportunities offered every day, our children receive a school experience which prepares them for their journey through life.

2. Statement of intent

At Cradley CE Primary School, our approach to the spending of our Pupil Premium funding is underpinned by our vision for our children. At the heart of our vision lies the aspiration that every child achieves well and makes good progress across the curriculum, irrespective of their background or the challenges they may face. We believe that every child is deserving of the best and therefore seek to use our funding to provide every child with the best possible opportunities to achieve success.

We recognise that some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the available resources to help them reach their full potential. In planning our use of Pupil Premium funding, we will consider the needs of all pupils, but specifically those who may be vulnerable to possible underachievement. These include pupils who are entitled to free school meals and those

who are looked after by the local authority. We hope that each and every child will learn to believe in themselves, hold high aspirations and gain the necessary knowledge, skills and understanding, which, combined with a set of core values, will enable them to be happy, successful life-long learners.

Aims

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

2. Legislation and guidance

This policy is based on the <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025> , 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 maintained schools must publish online](#).

3. 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.

4. Use of the grant

At Cradley CE our approach will be flexible to allow us to respond to challenges and individual needs. Planned actions and interventions will be rooted in robust assessments and strategies will be informed by research and guidance provided by the Education Endowment Foundation.

Our Pupil Premium Strategy will support disadvantaged pupils through a tiered approach:

1. High-quality teaching

High quality teaching is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits non-disadvantaged pupils in our school. As a result, ensuring quality first teaching is central to our approach. We will ensure high-quality teaching through well planned professional development and training and support for early career teachers.

We will continue to develop, implement and evaluate a curriculum which delivers our vision and values, offering exciting, well planned and coherently sequenced learning experiences to all pupils.

As a result, children will make strong progress in reading, writing and maths as well as the wider curriculum

2. Targeted academic support.

We will plan intervention programmes which will provide appropriate academic support, tailored to the specific needs of pupils to quickly address identified gaps in learning. This may be one-to-one or small group teaching and will also include after school tutoring.

3. Wider strategies

Wider strategies will include ensuring that our disadvantaged pupils have access to a wide range of opportunities as part of and beyond their curriculum experience in order to raise aspirations and enhance their cultural capital.

The grant may be used to:

- Provide extra one-to-one or small-group support
- Employ extra teaching assistants
- Run catch-up sessions after school (for example, for children who need extra help with maths or literacy)
- Provide extra tuition where needed
- Subsidise educational trips and visits
- Provide music tuition

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

Our pupil premium strategy is available here: <https://www.cradleycofe.com/pupil-premium-strategy/>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6. Eligible pupils fall into the categories explained below.

Ever 6 Free School Meals

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent October census. It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Children Looked After

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

Post-looked After Children

Pupils recorded in the most recent October census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 Service Children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. 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 the school's pupil premium strategy on the school website each academic year, as required by the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

Governors

The governing board 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
- There is a named Governor who is responsible for liaising with school over the use of the pupil premium grant. This is **Pat Hall**.

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.

7. Monitoring arrangements

This policy will be reviewed regularly by Mrs Warford.