



Seaton St Paul's C of E Junior School

PUPIL PREMIUM POLICY

2025/26

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SEATON ST PAUL'S C OF E JUNIOR SCHOOL

PUPIL PREMIUM POLICY

Pupil Premium: Bridging the Attainment Gap for All at Seaton St Paul's CE Junior School.

Philosophy

Bridging the attainment gap between those eligible for the pupil premium and their peers is a government priority. Improving the attainment of all pupils with a consistent aim that our pupils will have the opportunity to attain, no less than national average in the core subjects and whenever possible above, has been and continues to be a priority of Seaton St Paul's CE Junior School.

We believe that

- A whole school commitment to ensuring that our basis foundations and principles are in place and embedded in our practice will support narrowing the gap, even from a difficult starting point.
- The progress of disadvantaged pupils will be more effective when the basic foundations and principles for all are implemented for all.
- An environment that fosters parental engagement and promotes aspiration can have significant difference in narrowing the gap as we gain a greater understanding of individual and personal barriers.

Purpose

- To ensure consistency in our approach to supporting children who are eligible for the Pupil Premium Grant (PPG).
- To outline the outcomes we expect so that these can be closely monitored and evaluated.

Principles

Core to achievement and progress for the disadvantaged are the principles that;

Every one of our pupils is unique with their own personal individual lives and therefore require a personalised learning journey to ensure they make at least good to outstanding progress.

All pupils are equal and have the right to no less than "Good" teaching and learning. To this aim staff are constantly reviewing practice, working collectively to strengthen the consistency of provision and practice, monitoring its impact on learning outcomes.

Whole school attainment for all which includes a personal commitment and drive to improving the attainment of disadvantaged pupils but recognising that "disadvantage" takes many forms,

Whilst a range of teaching and learning strategies are used to support our pupils, we recognise that the following six basic foundations and principles must be in place to enable quality teaching and learning to be effective.

- **Social and Emotional Support including close links with a wide range of agencies.**
- **Meeting individual learning needs.**
- **Addressing behaviour, attendance and punctuality.**
- **Data driven and responding to evidence.**
- **Deploying staff effectively.**
- **Responsive leadership.**

1. Social and Emotional Support including close links with a wide range of agencies.

Teachers must have an in depth understanding of their pupils and have access to all aspects of their lives that may impact upon the learning process.

Children must trust and feel confident in the adults around them knowing that they have their best interests at heart.

Co-ordinated by the school and key designated staff, parents must have access to a range of support networks and if required “Early Help Support” offering support that reduces any negative impact upon the life of the child.

2. Meeting individual learning needs.

Teachers must respond to the individual needs of all pupils and focus on the outcomes for all the pupil in their class.

All pupils and their needs are seen as individuals and treated as such not generalised and moulded together.

3. Addressing behaviour, attendance and punctuality.

Leadership recognise the important part that they must play in addressing any attendance, punctuality and behaviour issues.

The school promotes the importance of attendance and punctuality and works closely with parents to resolve any issues.

The school has a consistent approach to managing behaviour that is implemented by all staff and is recognised by pupils having a positive impact upon their actions.

4. Data driven and responding to evidence.

Data is used to inform planning for progress for all. Pupil’s individual achievement is tracked closely and informed the next steps of learning.

Assessment and testing, to inform and support assessment, is undertaken four times a year and this is central to planning for the learning and interventions.

Data is used effectively by all staff to inform their knowledge of their pupils. Core progress is provided by Leadership which informs a conversation with staff resulting in identified and planned interventions for all.

Data-driven and responding to evidence practice is a frequent process that is informative and used effectively.

5. Deploying staff effectively.

The school uses a significant percentage of the main budget on staffing costs acknowledging that this allocation enables additional staff to deliver a wider range of support provision.

All staff are deployed to work in a range of ways and through their detailed knowledge of the pupils are more effective in the delivery to address personal needs.

The school has designated staff to offer pastoral and emotional support to ensure that children and families have access to agencies.

All staff have developed and strengthened their working in stage related groups and this enables a deeper understanding of end of year expectations.

6. Responsive Leadership.

At Seaton St Paul's CE Junior School we have high aspirations for all and we believe that all our pupils can achieve high standards.

Leadership is core to the improvement of teaching and learning. Our subject leaders take an active part in monitoring and evaluating practice.

Leadership understands the links between attendance, behaviour and emotional support provided to both pupils as individuals and families. At Seaton St Paul's CE Junior School we have extensive Social and Emotional support for our families. A designated lead is available at all times sourcing and engaging with agencies to provide a range of services and co-ordinating their delivery.

Leadership is a whole school process with staff involved in decision making. The school has a climate of openness and a drive for consistent high performance.

Staff are encouraged to reflect on their practice and identify ways to improve.

Leaders act as role models, sharing information and working in partnership, both with those in school and within the local community.

Provision

The Headteacher and Inclusion Leader will consider the following activities when making provision for this group:

- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1:1 or small-group support
- Training and INSET for all staff to further enhance Quality First Teaching (QFT)
- Access to extended services provision e.g. after school clubs, residential

- Additional teaching and learning opportunities provided by external agencies (e.g. instrumental, sports or other tuition)
- Ensuring no child misses an educational opportunity as a result of being financially disadvantaged at home

All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations.

Pupil premium resources may also be used to target higher attaining children on FSM.

Reporting

Pupil Progress Meetings and monitoring systems will specifically review pupils in receipt of the PPG.

It will be the responsibility of the Headteacher and Inclusion Leader, to produce regular reports for the Governors on:

- the progress made towards narrowing the gap for socially disadvantaged pupils
- an outline of the provision that was made since the last meeting
- an evaluation of the cost effectiveness, in terms of the progress, made by the pupils receiving a particular provision

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium Grant has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

Outcomes

1. Children eligible for PPG will have greater chances available to them to enhance opportunities and attainment.
2. Children's enhanced opportunities will raise motivation and self-esteem
3. Attainment of socially disadvantaged children will be maximised
4. Accelerated progress of those children identified
5. Socially disadvantaged children will have greater opportunities to take a full part in the school's curriculum including educational visits.