



**Inspiring Futures
through Learning**

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Pupil Premium

September 2023 to September 2025



Policy name:	IFtL Pupil Premium Policy
Version:	V5
Date relevant from:	September 2023
Date to be reviewed:	September 2025 <i>This policy will be reviewed every two years unless legislation dictates otherwise. Recent changes in Legislation will need to be read and used to review this Policy.</i>
Role of reviewer:	IFtL Pupil Support Specialist Advisor
Statutory (Y/N):	Y
Published on website*:	1A

Policy level**:	1 (PP statement for each school)
Relevant to:	All employees through all IFtL schools and departments
Bodies consulted:	Employees Trade unions School / department governance bodies
Approved by:	IFtL Board of Trustees
Approval date:	1 September 2023

Key:

*** Publication on website:**

IFtL website		School website	
1	Statutory publication	A	Statutory publication
2	Good practice	B	Good practice
3	Not required	C	Not required

**** Policy level:**

1. Trust wide:
 - This one policy is relevant to everyone and consistently applied across all schools and Trust departments with no variations.
 - o *Approved by the IFtL Board of Trustees.*
2. Trust core values:
 - This policy defines the values to be incorporated fully in all other policies on this subject across all schools and Trust departments. This policy should therefore form the basis of a localised school / department policy that in addition contains



relevant information, procedures and / or processes contextualised to that school / department.

- *Approved by the IFtL Board of Trustees as a Trust Core Values policy.*
- *Approved by school / department governance bodies as a relevantly contextualised school / department policy.*

3. School / department policies

- These are defined independently by schools / departments as appropriate
 - *Approved by school / department governance bodies.*

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. We use Pupil Premium funding effectively to raise the attainment of disadvantaged pupils of all abilities and minimise any barriers that are impacting on their progress.

Aspirations

We strive to promote and create environments in which we close the gap between disadvantaged pupils and their peers, ensuring accelerated progress. We also aim to ensure we use funding effectively and purposefully to offer exciting, innovative provision that has the maximum impact on the pupils within our schools.

Core Values

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high-quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

The Curriculum Impact for all children, including those who may be disadvantaged is: - that all schools within the Trust, through their curriculum, aim to enable children to become:

High achievers & successful learners who have a passion for learning, make progress and achieve

- Have essential skills of English, maths, communication and technology;
- Enjoy and are motivated and determined to reach their full potential, now and in the future;
- Are open to new thinking and ideas;
- Able to learn independently and collaboratively, as part of a team;
- Communicate effectively in a variety of ways;
- Have enquiring minds and think for themselves to process information, reason, question and evaluate;



- Are creative, innovative and resourceful, able to identify and solve problems in ways that draw upon a range of learning areas;
- Know about big ideas and events that shape our world.

Confident individuals who are equipped with the skills to contribute to an ever-changing world

- Have a sense of self-worth, self-awareness and personal identity that enables them to manage their emotional, mental, spiritual and physical wellbeing;
- Relate well to others and maintain good relationships;
- Become increasingly independent and are able to take the initiative;
- Make healthy lifestyle choices;
- Take managed risks and stay safe;
- Are willing to try new things and make the most of opportunities;
- Have a sense of optimism about their lives and the future;
- Develop personal values and attributes such as honesty, empathy and respect for others.

Responsible citizens who make a positive contribution to society

- Are prepared for their role as a family member, in their community and life in modern Britain;
- Have secure values and beliefs and have principles to distinguish right from wrong;
- Understand their own and others' cultures and traditions within British Heritage, and have a strong sense of their own place in the world;
- Co-operate with others;
- Respect others and act with integrity;
- Appreciate diversity;
- Sustain and improve the environment, locally and globally.

All IFtL schools are committed to ensure all our children are:

Ready for learning at each stage of their education and beyond

- Embrace learning and achieving the very best they can be;
- Are fully and well prepared for the next stage in their school journey;
- Understand their own and others contributions to ensure they are best prepared for all aspects of their learning and journey throughout their education;
- Take ownership of their own learning and development;
- Understand what helps them learn and what prevents them developing strategies to overcome barriers.

Purposeful learning experiences provided and embraced throughout all areas of the school curriculum

- Positively respond to high expectations and opportunities provided them;
- Celebrate the unique school and local communities;
- Embrace purposeful learning that challenges and fulfils every individual;
- Are reflective learners who aspire to improve and develop, learning from mistakes;
- Are nurtured, challenged and inspired to achieve their full potential.

Engaged Individuals who are persistent, persevere, creative and are dynamic



- Have a determination to learn and overcome obstacles;
- Embrace challenge and the learning opportunities offered them;
- Mutually respect and trust themselves and others;
- Collaboratively pursue excellence;
- Actively involve and immerse themselves in school and community life;
- Celebrate uniqueness and being part of one school and Trust family;
- Are intrinsically motivated to be the best they can be.

Success indicators

All schools within the trust will implement the following indicators:

- 1) We use a range of whole school, small group and individual provision to ensure the specific needs of our disadvantaged pupils may be met.
- 2) Our schools all publish a comprehensive strategy report for their current and previous academic year as well as a broader 3-year plan, detailing the barriers they are facing, how funding has been spent and the specific impact it has had on their disadvantaged pupils in order to produce best practice moving forward.
- 3) Our schools publish a comprehensive strategy report for their spending of PE and Sport Premium funding evaluating the effectiveness of the impact and using this to produce best practice moving forward.
- 4) Disadvantaged pupils thrive in our schools when considering the development of the whole child.
- 5) Provision is constantly reviewed, and the effectiveness measured in order to ensure that it is always improving outcomes for our pupils.
- 6) The gap between the attainment of disadvantaged pupils compared to their peers will be reduced and disadvantaged pupils will be making accelerated progress.

Pupil Premium Funding

For the academic year 2023-2024, each school will receive £1455 (updated for each child registered as eligible for free school meals at any point in the last six years for children in reception class to Year 6. Each school also receives £2530 for each child that has left Local Authority care because of adoption, special guardianship order, child arrangements order or residence order.

Each of the schools in our trust then decide how the funding will be spent within their school to best impact their children and remove the barriers that the specific school faces. The funding is always used for its intended purpose and directly benefits all our disadvantaged pupils, regardless of ability. Details of their funding amounts and a full report of how this has been spent is available on each school's website.

Service Pupil Premium



Service Premium may also be funding that is received by some of our schools to assist in the additional pastoral support that pupils may need. This academic year the funding is for £335 per service child who meets the eligibility criteria. Even though separate to Pupil Premium Funding and protected to have a direct impact on the individual pupil, our schools still plan and monitor and evaluate its use for impact in the same way.

Sports Premium

Our IFtL schools also may receive Sports Premium funding to make additional and sustainable improvements to the quality of PE and Sports they offer. In the same way of Pupil Premium funding, a report is published on each school's website detailing the amount of funding received, how it has been spent, a detailed measure of impact on pupil's PE and sport participation and attainment as well as the sustainability of these improvements. How the sports premium can be utilised to support all groups of children, including those who receive Pupil Premium funding, will also be carefully considered.

Barriers to Educational Achievement

All our schools are aware that the disadvantaged pupils within their schools may face different barriers to their learning which may stem from home circumstances, gaps in their learning, attendance, undiagnosed special needs, exclusion, or their social and emotional wellbeing. Our IFtL schools identify any underlying issue and use the funding to remove this barrier alongside raising their educational attainment.

Provision

All of our staff within our schools are empowered to be accountable for the progress of the disadvantaged pupils within their care. This ensures a whole school as well as a whole trust approach to supporting our disadvantaged pupils. Each of our schools may offer slightly different provision in their use of the pupil premium funding as it is bespoke to the needs of the pupils in their school and also the barriers that those pupils are facing. In every school, however, the provision will be planned, encompass a whole school and a personalised approach if required and be directly related to the outcomes it is set to achieve. Quality first teaching is key as the first step for additional provision to then be built upon.

Evaluation and Impact

In order to create centres of excellence for our pupils, IFtL understands the importance of continual evaluation and review as well as research into new initiatives and ideas. Our schools therefore use a range of data to evaluate the effectiveness of their pupil premium provision to ensure that the approach offers the most impact. Impact on our disadvantaged pupils will be measured in terms of their personal growth as well as through academic attainment in order to improve outcomes for the child's development as a whole.



All of our schools will measure the impact of their provision and detail this within their Pupil Premium Strategy for the current and previous academic year, which will be published on their websites. Each year the effectiveness of the funding will be evaluated allowing for an ongoing development of best practice to emerge in response to the needs of the cohorts of disadvantaged pupils within the schools. Schools will also consider which of their provisions have the most impact on their pupils and evaluate this alongside financial costs, ensuring value for money.

Safeguarding Statement

Safeguarding is everyone's business. IFtL is committed to ensuring that all our children, young people and adults are safe and feel safe.

If you have any concerns at all, raise them **immediately** with the local DSL or IFtL's Head of Safeguarding, Health, Children and Families: vblackmore@iftl.co.uk

For further contact details, see:

- IFtL Child Protection and Safeguarding policy
- IFtL Whistleblowing policy

<https://www.iftl.co.uk/policies/>

IFtL fully adheres to all Safeguarding and child protection legislation and MK Together Partnership/ Northamptonshire Safeguarding requirements, including the Milton Keynes/ Northamptonshire Whistleblowing Policy and procedures and all requirements within KSCIE 2023 and Working Together 2018.

Appendix 1 – IFtL Pupil Premium Statement Template





**Inspiring Futures
Through Learning**

St Mary and St Giles C of E School

Pupil Premium Strategy Statement 2023 to 2025

Our aim is for all to belong to a safe and happy community which celebrates our diversity and differences. Our children will be well prepared for the next step of their journey as responsible citizens. We aspire for all to flourish.

1.0 Our School Ethos for Pupil Premium

At St Mary and St Giles C of E School, we are committed to ensuring that all our pupils thrive and flourish, through high expectations, high-quality teaching and learning and responsive adaptive teaching and a range of enriching learning opportunities. We utilise pupil premium funding effectively to ensure our pupils' needs are met and that they make accelerated progress. We value the importance of understanding the vulnerability and possible multiple vulnerabilities (including our 'middle children') some of our pupils experience and the need to ensure we are relentless in our drive to overcome any barriers for our children and their families, so that they achieve to the best of their ability and at least in line with their peers. There is a focus on the development of the child across all areas of the curriculum and all areas of their development, planning and meeting needs with whole school, group and bespoke provision, to widen their experiences, progress and ultimately raise outcomes. We believe in all pupils, including those who are disadvantaged / Pupil Premium, accessing a rich and balanced and broad curriculum and having equitable opportunities across all areas of school life. We aim to instil an enduring passion for learning in all pupils by providing a strong grounding in English and Mathematics and a broad base of skill and knowledge acquired across our rich and varied curriculum.



2.0 School Contextual Overview

School Name	St Mary and St Giles C of E School		
Academic Year	2023 – 2024	2024 – 2025	2025 - 2026
Number of Pupils in school	347		
Number and Proportion of disadvantaged pupils	121 (35%)		
Total Pupil premium allocation (£)	£176,055		
Academic year or years covered by statement	September 2023 to July 2026		
Publish date	September 2023	September 2024	September 2025
Review date	July 2024	July 2025	July 2026
Statement authorised by	Adam Palmer	Adam Palmer	Adam Palmer
Pupil Premium lead	Kim Fraser	Kim Fraser	Kim Fraser
Governor Pupil Premium lead	Rita Wiseman	Rita Wiseman	Rita Wiseman

3.0 Strategic Vision: Long Term Desired Priority and Outcomes

<p>Three-year Priorities:</p> <ul style="list-style-type: none"> • Progress in Maths of expected and greater depth disadvantaged pupils improves. • Expected and greater depth disadvantaged pupils respond to more complex questions with greater understanding. • Attendance of disadvantaged pupils 	<p>End of three Year outcomes:</p> <ul style="list-style-type: none"> • To improve the progress of expected and greater depth disadvantaged pupils in Mathematics. • To extend the expected and greater depth disadvantaged pupils in their ability to understand and respond to more complex questions. 	<p>Link(s) to SDP:</p> <p>Priority 1 and 4</p>
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- To improve the attendance of disadvantaged pupils, so that it is at least 96%.

Planned Impact/ Targets Towards Long Term Outcomes 2023 – 2024

To improve the progress of expected and greater depth disadvantaged pupils in Mathematics.

- Continue to promote the whole school approach to Numbots and TTRS so that there is high engagement with all children.
- Purchase 'I See Reasoning' resources for years 1 through to 6.
- CPD for staff looking at reasoning and the 'I See Reasoning' resources.
- Reasoning is being taught and children are developing their reasoning skills.
- Children are able to answer reasoning questions with greater accuracy.

To extend the expected and greater depth disadvantaged pupils in their ability to understand and respond to more complex questions.

- Maintain the whole school approach Reading sessions using VIPERS, ensuring that all children are exposed to high quality reading materials.
- Maintain the whole school approach to sharing texts with the children, ensuring that all children are exposed to a variety of texts that cover the '5 Plagues of Reading.'
- Reading Lead to consider the questions within a reading session to develop the children's ability to understand and respond to more complex questions.

To improve the attendance of disadvantaged pupils, so that it is at least 96%.

- Embedding principles of Good Practice set out in the DFE's Improving School Attendance advice. Training and release time for staff to develop and implement procedures.
- Monitor and improve attendance across both sites and the impact this has on academic progress.
- Dedicated "attendance officer" time to undertake first day calling, parental communication and liaise between school staff and families.
- Continue with breakfast club to improve attendance figures

Planned Impact/ Targets Towards Long Term Outcomes 2024 - 2025

Planned Impact/ Targets Towards Long Term Outcomes 2025 - 2026

4.0 Pupil Outcomes



Disadvantaged Progress Scores				
		2023	2024	2025
End of KS2	Reading	79%		
	Writing	92%		
	Maths	71%		

Disadvantaged Pupil Performance Overview												
			2023			2024			2025			
End of KS2	Combined		DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff	
		Expected	34%	54%	-20%							
		Greater Depth	0%	12%	-12%							



	Reading	Expected	56%	40%	+16%						
		Greater Depth	19%	38%	-19%						
	Writing	Expected	47%	60%	-13%						
		Greater Depth	6%	20%	-14%						
	Maths	Expected	59%	54%	+5%						
		Greater Depth	3%	18%	-15%						

Disadvantaged Pupil Performance Overview												
			2023			2024			2025			
			DA	Non-DA	Diff	DA	Non-DA	Diff	DA	Non-DA	Diff	
End of KS1	Reading	Expected	50%	75%	-25%							
		Greater Depth	6%	0%	+6%							
	Writing	Expected	31%	25%	+6%							
		Greater Depth	0%	0%	0%							
	Maths	Expected	75%	50%	+25%							
		Greater Depth	6%	25%	-19%							
	Phonics Year 2			81%	20%	+61%						



End of Year 1	Phonics Year 1	50%	30%	+20%						
End of EYFS	GLD	55%	9%	+46%						

2023-2024:

5.0 Our School Approaches to achieve our Pupil Premium Aims and Outcomes in 2023-2024

Approach A: Teaching and professional development for teachers (to support and improve teaching and learning).

- Employ a Senior Leader to be Pupil Premium Lead
- Continue the employment of a Middle leader to be Pupil Premium Champion.
- CPD Programme through IFTL for TA's and Teachers to provide a clear programme of support and development to ensure all staff deliver quality first teaching in every lesson.
- Training and support for early career teachers - Three members of staff (ECT).

Approach B: Academic support (targeted academic support – whole school, group and personalised)

- Purchase of the 'I See Reasoning' resources for Years 1 through to 6.
- Continued use phonics-led, whole school reading scheme to support phonics teaching – Scheme top up books.
- Intervention and small group tuition - carried out by TA's and class teachers – 25% of children.
- Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. – Mrs Parkes will be carrying out these sessions for 30% of children.

Approach C: Wider approaches (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision).

- Continue the employment of a Family Support Worker to support children and help families break through barriers to learning.
- Continue to support children's attendance through the provision of Breakfast clubs at both sites.
- Supporting pupils with enrichment opportunities / subsidised trips and visits.
- Supporting pupils and their families through enrichment opportunities / subsidised after school clubs, holiday clubs and special events held in school.



6.0 Strategy Approaches for disadvantaged pupils 2023 to 2024

6.1 Research – led evidence and rationale for approaches

- Reading comprehension strategies - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies>
- Small group interventions - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition>
- Teaching assistant interventions - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions>
- Visits, events and residentials - <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning>

6.2 Approaches to Achieve Outcomes

Approach A – Teaching and Professional Development for Teachers (to support and improve teaching and learning)

Teaching and Professional Development	Pupil Premium barrier addressing	Activities/ Actions	Success Measure	Criteria/ Challenge implementation to and Mitigation action
Senior leader employed to be Pupil Premium Lead.	Pupil Premium pupils being an identified group that are monitored.	<ul style="list-style-type: none"> • Pupil Premium Lead and Champion meet regularly. • Pupil Premium Lead to oversee the Pupil Premium Champion. 	Improved outcomes for Pupil Premium pupils.	



<p>Middle leader employed to be Pupil Premium Champion.</p>	<p>Pupil Premium pupils social, emotional and academic outcomes are improved</p>	<ul style="list-style-type: none"> • Pupil Premium Lead and Champion meet regularly. • Pupil Premium Champion to monitor the social, emotional and academic outcomes for Pupil Premium children. • Pupil Premium Champion to monitor the targeted interventions and monitor the impact of these provisions. • Pupil Premium Champion to monitor the uptake of Pupil Premium attending Breakfast club. 	<p>Improved outcomes for Pupil Premium pupils.</p>	
<p>CPD Programme through IFTL for TA's and Teachers</p>	<p>Support and development to ensure all staff deliver quality first teaching in every lesson.</p>	<ul style="list-style-type: none"> • Quality CPD for all staff • A clear programme of support and development to ensure all staff deliver quality first teaching in every lesson. 	<p>Improved outcomes for Pupil Premium pupils.</p>	
<p>Training and support for early career teachers - Three members of staff (ECT).</p>	<p>Those members of staff at the early stage of their career require additional support.</p>	<ul style="list-style-type: none"> • Those members of staff who are ECTs to be given additional support. 	<p>Improved outcomes for Pupil Premium pupils.</p>	



Projected spending	£48574.86
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Approach B – Academic support (targeted academic support – whole school, group and personalised)

Academic support	Pupil Premium barrier addressing	Activities/ Actions	Success Measure	Criteria/ Challenge implementation to and Mitigation action
Purchase of the 'I See Reasoning' resources for Years 1 through to 6.	Greater Depth Pupil Premium pupils are not making as much progress as Greater Depth non-Pupil Premium children	<ul style="list-style-type: none"> Reasoning resources are purchased. CPD for staff given regarding use of the 'I See Reasoning' resources. Children taught how to answer reasoning questions 	Pupils who are Pupil Premium and are Greater Depth will make as much progress, if not more than their peers and close the gap.	
Continued use phonics-led, whole school reading scheme to support phonics teaching.	<p>Pupils who are Pupil Premium have a lower attainment in phonics than their peers therefore low starting points with rapid progress targeted.</p> <p>Phonics being the basis to early reading - prevalent gaps can hinder progression through primary early reading.</p>	<ul style="list-style-type: none"> Books related to the phonics scheme are purchased. 	<p>Pupils who are Pupil Premium make as much if not more progress than their peers and close the gap.</p> <p>Pupils who are Pupil Premium will have a good understanding of Phonics and therefore will be able to read in line with their peers.</p>	



Purchase of top up books for reading scheme	Pupils who are Pupil Premium have limited access to quality books that are age appropriate and are at their reading level.	<ul style="list-style-type: none"> Additional books for the reading scheme are purchased. 	Pupils who are Pupil Premium will have access to quality books that they want to read.	
Intervention and small group tuition	Pupils who are Pupil Premium have a lower attainment than their peers therefore low starting points with rapid progress targeted.	<ul style="list-style-type: none"> Phonics interventions taking place regularly. Regular interventions are taking place 	Pupils who are Pupil Premium make as much if not more progress than their peers and close the gap.	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<p>Pupils who are Pupil Premium have a lower attainment in phonics than their peers therefore low starting points with rapid progress targeted.</p> <p>Phonics being the basis to early reading - prevalent gaps can hinder progression through primary early reading.</p>	<ul style="list-style-type: none"> Phonics interventions taking place regularly. 	<p>Pupils who are Pupil Premium make as much if not more progress than their peers and close the gap.</p> <p>Pupils who are Pupil Premium will have a good understanding of Phonics and therefore will be able to read in line with their peers.</p>	
Projected spending	£52222.14			



Approach C – Wider strategies (support to overcome non-academic barriers including attendance, social and emotional support, behaviour, parental/ carer engagement and extended school provision)

Wider strategies	Pupil Premium barrier addressing	Activities/ Actions	Success Measure	Criteria/ Challenge to implementation and Mitigation action
<p>Family support worker continued to be employed to support children and help families break through barriers to learning. Time dedicated to attendance for parental communication and liaising between school staff and families</p>	<p>Pupils who are Pupil Premium have poorer attendance than their peers therefore they miss more learning and have a lower attainment than their peers.</p>	<ul style="list-style-type: none"> • Family support worker works with attendance team to monitor the attendance of pupils. • Family support worker liaises with parents regarding their child's persistent absence, providing ways to support them. • Family support worker liaises with teachers regarding children in their class persistent absence, providing ways to support them. • Family support worker to work with families. 	<p>Attendance of pupil premium pupils improves.</p> <p>Barriers are broken down to help the pupils to learn.</p> <p>Pupils who are Pupil Premium make as much if not more progress than their peers and close the gap.</p>	
<p>Breakfast Club</p>	<p>Pupils who are Pupil Premium have poorer attendance than their peers therefore they miss more learning and have a lower attainment than their peers.</p>	<ul style="list-style-type: none"> • Pupil Premium children are invited to breakfast club. • Attendance of Pupil Premium pupils 	<p>Attendance of pupil premium pupils improves.</p> <p>Pupils who are Pupil Premium make as</p>	



		attending breakfast club is monitored.	much if not more progress than their peers and close the gap.	
Supporting pupils with enrichment opportunities / subsidised trips and visits	Pupils who are Pupil Premium have less enrichment opportunities than their peers.	<ul style="list-style-type: none"> • Pupil Premium pupils are offered a reduced rate for school trips and visits, up to two thirds off. 	Pupils who are Pupil Premium have the same enrichment opportunities as their peers.	
Supporting pupils and their families through enrichment opportunities/subsidised after school clubs, holiday clubs and special events held in school.	Pupils who are Pupil Premium and their families have less enrichment opportunities than their peers.	<ul style="list-style-type: none"> • Pupil Premium pupils and their families are offered opportunities to attend school clubs / holiday clubs and special events that are held in school. • Pupil Premium pupils are offered after school clubs at a discounted rate. 	<p>Pupils who are Pupil Premium and their families have the same enrichment opportunities as their peers.</p> <p>Invitations to parents or carers to attend clubs and activities alongside their children especially in KS1.</p>	
Projected spending	£75764.80			
2023 to 2024 Total Projected spend:	£176561.80			



7.0 Review of 2023 to 2024 aims and outcomes

Priority	Impact/ Outcome Achieved	How is this informing 2024 to 2025?

