



## Pupil Premium Policy

Please note that this Pupil Premium Policy should be read in conjunction with the Pupil Premium Strategy and supporting information which can be found on the school website [www.fortyhill.com](http://www.fortyhill.com)

### Our Vision



Jesus said "As I have loved you, so you must love one another.  
By this everyone will know that you are my disciples." John 13:34 -35

Following Jesus's example, we treat each other, our community, and God's amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share **faith**, **hope** and **service**.

Learning and living in Faith, Hope and Service

### Our Values



To develop **confidence** and **respect**,  
to show **compassion**,  
to learn to be **reflective** and **responsible**,  
to grow **resilience**.

Learning and living in Faith, Hope and Service

At Forty Hill CE School, we are committed to providing a nurturing, inclusive, and supportive environment where every pupil can thrive. Our Pupil Premium Policy reflects our school's Christian vision, inspired by the words of Jesus:

*"As I have loved you, so you must love one another. By this everyone will know that you are my disciples."* – John 13:34-35

Guided by this, we follow Jesus's example of love, respect, and compassion in everything we do. We aim to ensure that all pupils, regardless of their background or circumstances, have equal access to an outstanding education. 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. Through the targeted use of Pupil Premium funding, we aspire to ignite curious minds, nurture a passion for learning, and enable every child to experience and share **faith, hope, and service**.

Our policy seeks to address the inequalities faced by disadvantaged children, providing tailored support to foster academic achievement, personal growth, and well-being. By living our key school values, we empower our pupils to reach their full potential and make meaningful contributions to their community and the wider world.

Together, we are learning and living in **Faith, Hope, and Service**.

### Background

The pupil premium is a government initiative that targets additional funding at 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.

At Forty Hill, teaching and learning is based on the cycle of using assessment for learning and quality first teaching in conjunction with agile learning. This minimises lost learning and promotes high achievement, so emphasis is on all pupils making at least good progress rather than specifically narrowing the gap.

Pupil Premium funding will be allocated following a needs analysis of each child receiving the grant. Early intervention, building independence, developing communication skills and targeting gaps should enable children to make at least good progress.

The Government has used pupils entitled to free school meals (FSM), looked after children (LAC) 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 Forty Hill 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.

### **Implementation**

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. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

### **Key Principles**

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

*Following Jesus’s example, we treat each other, our community, and God’s amazing world with love, respect and compassion. We aspire to ignite curious minds, nurture a passion for learning and enable everyone to experience and share faith, hope and service .*

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 **confidence** and **respect**, to show **compassion**, to learn to be **reflective** and **responsible** and to grow **resilience**.

### **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 pupil’s attendance and punctuality to ensure that it is not impacting on their progress
- We use research to support us in determining the strategies that will be most effective

### **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 the interventions and targeted teaching programmes the school run
- 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)
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if...”

### **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 individual needs of each child and identifying 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 as well as pastoral support
- Working with other agencies to bring in additional expertise
- Providing enrichment opportunities, including subsidising school journeys, experiences and trips, that will support our vision
- Volunteers to work with groups of children and individual readers
- Providing support for parents in order to support the whole family
- Recognising and building on children's strengths to further boost confidence (e.g. through enrichment opportunities and school clubs)
- The use of an out of class member of the senior leadership team to provide targeted support for identified pupils and liaise with parents
- Individual interventions/professional involvement for a limited period of time for children in times of crisis.

### **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.

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 and support staff attend and contribute to pupil progress meetings six times a year and the identification of children is outlined in a provision map for each class 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: March 2025  
Review Date: March 2027