

# St Catherine's Catholic Primary School

## Pupil Premium Policy



St Catherine's Catholic Primary School is a one form entry mainstream school located in Littlehampton, West Sussex. At St Catherine's, we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential and to become confident individuals with a lifelong love for learning.

Date: May 2019

To be reviewed: May 2020

## **Rationale**

Pupil Premium was introduced by the Coalition Government in April 2011 to provide additional support for looked after children (LAC), service family children and those from low income families. This includes children who have been registered for free schools meals (FSM) and from 2012-13 at any point in the last six years (known as the Ever 6 FSM measure) or are looked after continuously by the local authority for more than six months. It now incorporates adopted children too. The extra funding is made available to schools to help them narrow the attainment gap that still exists between children from disadvantaged and more affluent backgrounds. School Meals is the only pupil level measure of deprivation available and there is a strong link between FSM eligibility and underachievement.

Evidence has made it clear that schools have a direct impact on children's attainment and the most effective schools are able to narrow the gap through high quality teaching, strong leadership, a relevant and coherent curriculum, a culture of high expectations, targeted catch-up and enrichment activities. These factors are all key in helping children from disadvantage backgrounds achieve their best.

It is not the funding itself that will improve attainment gaps, but how we use it. Some children require additional support to meet their potential, and the Pupil Premium will provide us with the resources they need to provide that support. The Pupil Premium is in addition to the school budget.

Our school mission statement is:

*Growing in Faith, Learning for Life and Aiming for Excellence.*

In order to follow our school mission, we need to ensure we are providing the best education and opportunities for all children, including those who are eligible for Pupil Premium.

### **Who is on the Pupil Premium team?**

Pupil Premium Champion: Miss L Cooper

Governor: Ms F Mills May

Pastoral Support Assistant: Miss S Colderwood

Teaching Assistant: Mrs C Billington

### **What are the principles that underpin our philosophy?**

- We ensure that teaching and learning opportunities meet the needs of all our children.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups and that not all children who are socially disadvantaged are registered or qualify for free school meals (FSM). We will therefore allocate the Pupil Premium funding to support any child or groups of children that the school has identified as being socially disadvantaged.
- In making provision for socially disadvantaged children we recognise that not all children who receive free school meals will be socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

### **How can we spend funding to maximise achievement?**

In order to ensure the Pupil Premium funding is spent successfully to improve achievement, the following will be used to ensure maximum outcomes:

- Carefully ring-fence the funding so that it is always spent it on the target group of children;
- Support more able pupil premium children through challenge to accelerate progress;
- Focus on supporting disadvantaged children to achieve the highest levels;
- Thoroughly analyse which children are underachieving, particularly in English and mathematics, and intervene appropriately;
- Use research evidence to allocate the funding to the activities that are most likely to have an impact on improving achievement;
- Understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good;
- Where interventions are in place, the effectiveness of these will be reviewed and assessed regularly;
- Use achievement data frequently (through half-termly pupil progress meetings and lesson drop-ins) to review and assess the provision in place;
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve;
- Ensure that Leaders have a clear overview of how the funding has being allocated and the difference it is making to the outcomes for children;
- Monitoring and evaluation is everyone's responsibility. The Pupil Premium has a high priority across the school. Class teachers know which pupils are eligible for

the Pupil Premium so that they can take responsibility for accelerating their progress. Pupil progress meetings take place regularly with SLT and have Pupil premium as an agenda item;

- Well-targeted support to improve attendance, behaviour or links with families where these are barriers to a child's learning;
- Clear and robust performance management system for all staff, and included discussions about children eligible for the Pupil Premium in performance management meetings;
- Governors are thoroughly involved in the decision making and evaluation process- named governor nominated to have an oversight of the Pupil Premium. A regular standing item on Governor agendas;
- Consider a range of barriers to children's learning, including attendance, behaviour, family circumstances and resources
- The School Business Manager (Mrs S Ward) is closely involved in tracking the allocation and can, therefore, always account clearly for spending;
- All Key Stage 2 children have the opportunity to attend a residential in Year 5 and Year 6. Financial support can be given to ensure all children have the same opportunities. Educational visits can also be financially supported to enable all children to have equal access.

### **How will the pupils be supported?**

All pupils eligible for Pupil Premium will be offered support above and beyond that of their peers to ensure that any attainment gap is closed and they make accelerated progress.

- Pupils receiving Pupil Premium will work in an adult-supported group in at least 1 Literacy and 1 Numeracy lesson a week. This may involve working with the teacher or the teaching assistant and will be visible on the planning;
- Pupils may receive catch-up interventions where they are falling behind. These will be run by highly-trained teaching assistants or teachers and may happen in or outside of the classroom;
- The Pastoral Support Assistant (Miss S Colderwood) will provide nurture groups for pupils in need of emotional support;
- Funding is available to cover the cost of some trips, residentials and enrichment activities to ensure pupils are given the same opportunities as their peers.

### How will the Governing Body be involved?

It will be the responsibility of the Pupil Premium Champion to produce reports to the Governing body on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged children;
- An outline of the provision that was made since the last meeting;
- An evaluation of cost effectiveness, in terms of the progress made by the children receiving a particular provision, when compared with other forms of support.

### How are we accountable for the use of Pupil Premium?

A number of measures have been introduced to secure accountability, including:

- Performance tables that clearly show the attainment of Pupil Premium children compared to their peers;
- Increased attention to whether schools are using their Pupil Premium effectively as part of Ofsted inspections;
- From September 2013, schools that are identified by Ofsted as requiring improvement, and where disadvantaged pupils do particularly poorly, will be required to work with an outstanding leader of education with a track record of narrowing attainment gaps to draw up new Pupil Premium spending plans. Ofsted will look at these plans when monitoring progress and re-inspecting the school. Schools that do not demonstrate improvement risk being judged 'inadequate';
- Progress on 'narrowing the gap' is monitored by the SLT and reported and discussed with the School Improvement Partner as well as the Governors;
- Schools are required to publish online specific information about the Pupil Premium so that parents/carers and others have access to meaningful and appropriate information (*schools have been asked to report by academic year as this is more meaningful for parents. Whilst the grant allocation is made on the basis of financial years, schools plan teaching and other support and conduct assessments over the academic year. The allocation of funding by financial rather than academic year means that schools have to calculate the funding for each academic year. As schools will not know their full funding costs or provisional allocations for the latter half of the academic year, they can report on their known funding up to the end of the financial year and update the published information as the full figures become available*).

**When will this policy be reviewed?**

This policy will be reviewed annually to ensure that it continues to meet the needs of the school community and any statutory requirements.