



PUPIL PREMIUM POLICY

“We come to a Roman Catholic School and so believe that Jesus was born, died and rose again for everyone. We aim to help, encourage and show God’s way to our families, making sure that our Catholic traditions and faith are kept alive. Each year at school, we learn a little bit more about our faith so that we can grow to love God and each other more.”

Although, we use government indicators to identify pupils eligible for the PPG and we identify barriers to learning, as a Catholic community we do not make judgements about any of our families or pupils. At our school, we seek at all times to be a witness to Jesus Christ. We remember this when putting our policies into practice. Therefore this pupil premium policy will reflect the Catholic identity and mission of our school and the values it proclaims.

BACKGROUND

The Pupil Premium is a government grant that allocates extra money for pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. Our targeted and strategic use of pupil premium will support us in achieving our vision for all disadvantaged pupils, which is to diminish the difference between them and their peers and to maximise each child’s individual potential.

The government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money (£1320.00 for 2016-17) for school per pupil based on the number of pupils registered for FSM over a six year rolling period. At St. Edmund’s R.C.P.S. we will be using the indicators of those eligible for FSM and looked after children as well as identified vulnerable groups as our target children to diminish the difference in attainment.

CONTEXT

When making decisions about using pupil premium funding, it is important to consider the context of the school. Research shows that there are common barriers for FSM children. The challenges are varied and there is no ‘one size fits all’.

At St. Edmund’s, some common barriers include:

- less support at home in comparison to their peers
- poor communication and language skills
- poor attendance and punctuality issues

- unhealthy diet
- emotional well-being
- lack of enrichment activities
- lack of life experience
- over-use of digital devices impacting on engagement in learning, particularly writing
- complex family issues that prevent children from flourishing

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils. Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Due to the continual nature of the teaching, assessment and learning cycle, not all pupils receiving free school meals will be in receipt of pupil premium interventions at all times.

KEY PRINCIPLES

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

ETHOS

We will ensure that:

- ALL staff understand our mission and put this into practice
- ALL staff believe in ALL children
- There are no excuses made for underperformance
- Staff are pro-active in their approach to overcoming barriers
- Staff encourage children to be reflective and evaluative of their learning

ANALYSING DATA

We will ensure that:

- Our summative assessment cycle is rigorous and informative
- Teachers are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- Pupil progress meetings take place after the termly assessments. Individual pupils, including those in receipt of PP are discussed. Booster sessions/interventions are put in place for pupils who need them to improve outcomes

IDENTIFICATION OF PUPILS

We will ensure that:

- ALL teaching staff are involved in the analysis of data and identification of pupils
- Underachievement at all levels is targeted for both low and high attaining pupils
- Children's individual needs are considered carefully so that we provide support for those children who could be doing even better

DAY TO DAY TEACHING

We will ensure that:

- Quality first teaching and learning opportunities will meet the needs of most pupils
- ALL staff set high expectations for achievement, progress and attitude to learning
- Consistent implementation of the marking policy, providing quality written and verbal feedback to help pupils make progress
- Bring learning to life wherever possible, relating learning objectives to real life
- Share good practice within the school and draw on internal expertise
- Assess regularly & accurately, making good use of joint levelling and moderation through cluster moderation as well as in-house moderation

PERSONALISED LEARNING AND SUPPORT

In our determination to ensure that all children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children. In addition to this, we ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Employing or commissioning expert staff to teach children, e.g. a reading recovery teacher
- Ensuring additional support staff and class teachers communicate regularly to monitor progress & adapt timetables where necessary
- Matching the skills of the support staff to the interventions they provide
- Providing support for parents to develop their own skills and support their children's learning within the curriculum
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

EVALUATION AND SUCCESS CRITERIA

The evaluation of this policy is based on how quickly the school can begin to diminish the difference in attainment between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged pupils

- The vast majority of socially disadvantaged children will meet their individual targets
- Having an effective system for identifying, assessing and monitoring pupils
- Having a whole-school approach
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community
- Developing confident and independent learners
- Parents are engaged and involved in their children's learning

REPORTING

When reporting about pupil premium finding we will include:

- Information about the context of the school
- Objectives for the year; reasons for decision making and analysis of data
- Nature of support and allocation; learning in the curriculum, social, emotional and behavioural issues, enrichment beyond the curriculum, families and community
- An overview of spending; total grant received, total spent and total remaining
- A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year

The governing body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how pupil premium funding has been used to diminishing the difference for pupils eligible for pupil premium and those who are not. This task will be carried out in line with the requirements published by the Department for Education.

LINKS TO OTHER POLICIES AND DOCUMENTATION

Although this policy is the key document outlining our approach to bringing attainment and achievement in line for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom diminishing the difference remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school self- evaluation and improvement plan. This policy should be read in conjunction with the Pupil Premium Strategy published on the school website.

This policy has been approved by the Executive Core Group on 23/11/16 and ratified by the Full Governing Bodies at their meetings on 13/12/16 and 14/12/16. This policy will be reviewed in October 2017.

Signed: _____ **(Rev. Father Ged Murphy)**

Chair of Governors

23.11.16