



St Gregory's Catholic Primary School

Pupil Premium Policy



Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government have used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals. This fixed amount of money will increase every year of the course of this current Parliament. At St Gregory's Catholic Primary School we will be using the indicator of those eligible for Free School Meals as our target children to 'narrow the gap' regarding attainment.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil's premium compare with their peers.

Principles

The staff and Governors of St Gregory's Catholic Primary School are totally committed to ensuring that provision is made which secures the learning and teaching opportunities that meet the needs of all of the pupils so that all make maximum progress and reach their potential.

Our school welcomes and shares the government's aim of tackling all forms of disadvantage and working tirelessly to ensure inclusion and equal access for all learners.

We recognise that the pupil premium funding is allocated to children in receipt of free school meals, and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists. In making appropriate provision for this we also acknowledge that not all pupils in receipt of free school meals are socially disadvantaged.

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 also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium Funding to support any pupil or group of pupils the school has legitimately identified as needing additional support to achieve improved outcomes in learning and/or well-being. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

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Provision

All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in Literacy and Numeracy.

We are committed to excellence and the maintenance of high standards. We offer a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in communication, English and maths. The range of provision the Governors may consider making for this group could include:

- Providing small group work with an experienced teacher focused on overcoming gaps in learning
- 1-1 support
- Additional teaching and learning opportunities provided through trained Learning support practitioners or external agencies
- Extended school provision including booster classes and Easter School
- Pupil premium resources may also be used to target able children on FSM to achieve L3 at the end of KS1 or L5 at the end of KS2.
- Reducing class sizes thus improving opportunities for effective AFL and accelerating progress
- Pastoral and emotional support through nurture groups
- Specialist CLL support for children in EYFS

Provision will not be aimed at statemented children or those at SA+ (as additional support and interventions will be in place for these children)

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

Rationale for decisions about provision

Pupil Premium Funding will be used in the first instance to support the learning needs of the children in receipt of free school meals who need extra support, however, this provision may well also include other children who have been identified as 'vulnerable'.

The school's leadership team will monitor the attainment and progress of all pupils and decide which pupils need additional provision and what this provision will be. We use ongoing and fixed point assessment to identify children's learning needs and plan next steps teaching. A range of additional support may be provided that is felt to best meet the child's needs at the time. The Inclusion Leader is also involved in this progress.

We always seek to provide outstanding quality first teaching for all pupils. Timely, precision teaching intervention is also used to maximise pupils' progress and attainment.

When considering the development and funding of additional support through pupil premium and other school budget monies, we take into account carefully the following options in- order to maximise the impact for the pupil:

- Facilitating pupils' access to education
- Facilitating pupils' access to the schools' curriculum
- Support in addition to the provision made in the classroom e.g. specific programmes or targeted interventions
- Additional opportunities to enhance or complement the school offer e.g. after school clubs, home learning club etc.
- Alternative support and intervention

Where it is considered that there is a need for alternative provision from external providers that complements the school's offer, the Head Teacher will agree the following discussion and advice from colleagues and other relevant sources.

Monitoring and Evaluation Provision

Once decided, additional provision is monitored session by session by those staff providing support. Adaptions are then made as necessary. The overall effectiveness and impact is evaluated termly usually through pupil's progress meetings and meetings to review the impact of interventions.

In evaluating effectiveness, a range of evidence is used including:

- Attainment and progress outcomes;
- Feedback from staff, the child, parents and other professionals who may be involved;
- Examples of learning through photographs, recorded learning, transcriptions or tapes of what the child says;
- Anecdotal, impressionistic evidence relating to improved confidence, well- being, attitude, behaviour etc.

The governors' Finance Committee will have a monitoring oversight of the use of Pupil Premium Funding and the provision it supports.

Reporting

It will be the responsibility of the Head Teacher to ensure the outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the FGB on a termly basis. This report will include:

- The progress made towards narrowing the gap, by year group, for children eligible for the pupil premium
- An outline of the provision and the impact of this provision on narrowing the gap
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support
- The average progress of their pupils receiving support funded from pupil premium
- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- Comparative progress and attainment data for all none socially disadvantaged pupils by year group
- Provide comparative data showing our school's progress relative to other schools nationally through data supplied in the annual RAISE online report
- An outline of the provision that was made since the last meeting
- Include financial details of how pupil premium was spent and an evaluation of the cost effectiveness, in terms of the progress made by pupils receiving a particular provision, when compared with other forms of support.

Committee Chairs will share this report with the full governing body.

The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding 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 and published on the school website. Parents/ carers will be informed when this has been done via the school's Newsletter.

Success Criteria

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole school approach
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Appeals & Complaints

Any allegation, complaint, disagreement or appeal regarding the deployment of Pupils Premium Funding will be considered by a panel of Governors convened by the Chair of Governors, as necessary, for this purpose. The panel will only be convened in cases where the matter has not been resolved through the governor's complain procedure.

Review

This policy will be reviewed at least every three years as part of the school's cycle, sooner in the case of new information, changes and or/ legislation.

Reviewed and updated: March 2016