



St. Joseph's Catholic Primary School

Pupil Premium Policy

Date of Approval	9 th December 2022
Date of Next Review	9 th November 2024
Review led by	Pupil Premium Coordinator
Approved by	Curriculum Committee
This policy should be read in conjunction with the following documents	Teaching & Learning Attendance policy Feedback and Assessment policy Monitoring and Evaluation Appraisal policy
Notes	



MISSION STATEMENT

St Joseph's Catholic Primary School strives to promote the education and development of all our children.

Learning through the love of Jesus Christ and empowered by his example, we celebrate our uniqueness and our distinctive gifts.

Growing in our Catholic faith we have high aspirations for all.



Aim high, live and learn with Jesus, everyone welcome



Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching & Learning Policy), supported by the use of additional, delegated funding.

To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupils' achievement and attainment.

Background

The Pupil Premium Grant (PPG) is funding provided to schools which is in addition to main school funding. It is allocated according to the number of pupils on roll who have been eligible for free school meals (FSM) at any point in the previous 6 years (referred to as EVER6). In 2022 - 2023 funding is £1385 per eligible child. A smaller amount is allocated according to the number of children of service families (in 2022-2023 this is £320). Schools will also receive £2410 for each looked after child (LAC) who has been looked after for 1 day or more (Pupil Premium Plus).

The Pupil Premium for 2022-2023 will include those pupils recorded on the January 2022 census who were looked after immediately before being adopted on or after 30th December 2005 or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC). A child will be recorded when a parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order. The school will receive £2410 for each post-LAC child who we have been informed about.

The Government believes that the Pupil Premium is the best way to address the current disadvantage between children eligible for FSM, LAC and post-LAC, and their peers, through ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In line with the 3-tiered approach in Education Endowment Foundation's (EEF) pupil premium guide, activities **must** be those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring, and
- tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support

To support schools to use the PPG in line with the 3 tiers outlined above, DfE have published a 'menu of approaches', which has been informed by evidence of effective practice. Academies must use their PPG in line with this menu from the start of the 2022 to 2023 academic year. Academies are not required to allocate PPG to every approach on the menu, but any activity funded by PPG must fall under one of the approaches listed.

When diagnosing the targeted academic support needs of their disadvantaged pupils, academies should ensure they consider which pupils will benefit from tutoring.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils in order to increase attainment, "narrow the gap/diminish the difference" between these children and their non-FSM peers and address wider issues. However, schools are to be held accountable for how they have used the additional funding to support pupils from low income families and LAC/post-LAC. All information regarding how the school uses the additional funding can be found on the schools website.

This policy incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique, made in the image of Christ, and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socioeconomic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements. Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupil will low results.

Provision

In making provision for socially disadvantaged pupils, we recognise that a very small minority of pupils who receive free school meals will not be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals (FSM). It is worth noting that in West Sussex at least 25% of children who are entitled to FSM are not claiming. ("Pupils not claiming free school meals": DfE Dec 2013). Therefore the school reserves 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. FSM is promoted regularly throughout the school year to encourage parents to apply, this is done via our messaging system 'Studybugs', Newsletters, with application forms also being offered at Parent Consultations. Applications can also be made online via our Pupil Premium tab on our website.

As part of our assessment and monitoring arrangements all children are tracked to ensure they are making at least expected progress and we are accelerating pupils to meet our challenging targets. The needs of socially disadvantaged children are closely and rigorously monitored alongside the needs of other vulnerable groups.

The school produces a Pupil Premium Strategy 3 yearly which aims to narrow the gap between the attainment of FSM children and their non-FSM peers. This is regularly reviewed with evidence of the impact of our interventions. The pupil premium funding that is received by the school is used in a variety of ways in order to improve pupil attainment and to help overcome barriers to learning as well as support the child's emotional and social development. We have utilised strategies from "Narrowing the gap" and the Education Endowment Foundation which has been researched and analysed extensively, to inform us of the best ways to use this money. The list of planned interventions and research referred to are published on our website within the Pupil Premium Strategy document.

All our work through Pupil Premium will be aimed at accelerating progress to move children to at least age related expectations (ARE) in Reading, Writing and Maths. We will carefully consider the needs of each child to ensure that there is a balanced approach to academic learning and place a high emphasis on Quality First Teaching (refer to Teaching & Learning Policy) alongside the importance of shaping aspirational citizen's equipped for their next chapter.

Under the strategic leadership of the Head Teacher, the operational management of the school's policy for pupil premium is led by the Senior Leadership Team. Pupils are identified promptly and appropriate support put in place.

The team consists of the following members:

- Head Teacher
- SENCO
- School Business Manager
- Office Manager
- Linked Office member of staff
- Pupil Premium Lead

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention and attendance.

Head Teacher/SLT

- Provide termly pupil premium progress reports for governors
- Provide appropriate support and guidance for staff when planning pupil premium targets and support
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, mentoring, etc.
- Monitor attendance and liaise with families regarding circumstances and necessary support.

School Business and Office Manager

- Monitor delegation of funding for pupil premium
- Provide information on allocation for pupil premium funding via the school website and reports to governors
- Work with designated staff to monitor attendance and evaluate against set targets on PP Plan

Class teachers

- Identify and list pupils in each class – July–September
- Pupil conferencing regarding support, club attendance and aspirations
- Celebrate children's success with the wider school (champion them)
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

SENCO/ Pupil Premium Lead

- Maintain a record of pupil progress and impact of mentoring, and provide feedback to the class teacher
- Work with the admin. assistant and deputy headteacher to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum

- Work with class teachers, pupils and parents in supporting provision for pupils
- Monitor the Thrive approach. All Pupil Premium children to, where consent is obtained, have a completed Thrive action plan, which is shared with the class teachers
- Produce provision maps monitoring the provision- academically, socially and emotionally

Governors

The designated link governor for Pupil Premium will act on behalf of the governors to monitor and review the progress and impact of Pupil Premium funding. This will involve regular meetings with the Head Teacher and Pupil Premium team to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning, aspirations and success.