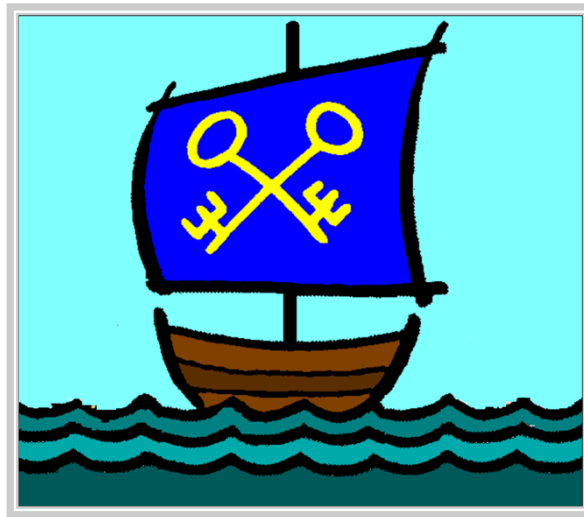


ST PETER'S CATHOLIC PRIMARY SCHOOL
SHOREHAM



PUPIL PREMIUM POLICY

Approved by Governors: October 2015

Reviewed : October 2017

Reviewed : October 2019

Reviewed : October 2021

This Policy incorporates the aims and values of our school mission statement, with Christ at the centre our mission is to love and be loved. This is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors, or any other external factor, which may hinder pupil progress and attainment and ultimately affect their life chances.

Aims

This Policy aims to –

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible;
- Set out how the school will make decisions on pupil premium spending;
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

Legislation and Guidance

This policy is based on the pupil premium conditions of grant guidance (2017-2018), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium and the service premium.

In addition, this policy refers to the DfE's information on what maintained schools must publish online.

Purpose of the Grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognize that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

Use of the Grant

St Peter's has identified the following as barriers for some of the pupils currently in receipt of pupil premium –

- Access to language – regular reading opportunities at home to support progress in school;
- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities;
- Attendance at school;
- Parental engagement with school, especially regarding attendance at information and workshop evenings and completion of homework;
- The number of pupils who are in receipt of pupil premium and also on the SEN register for cognition and learning;
- Behaviour – pupils with specific social and emotional needs which affect their learning rationale.

Assessment information is used as evidence to inform the school's decisions on pupil premium spending. We aim to use the grant to address a wide range of needs and in doing so will take group and individual needs into account.

The Special Educational Needs Co-Ordinator (SENCO) will engage with parents to seek their views on the needs of their child when deciding how best to spend the pupil premium grant.

Some examples of how the school may use the grant include, but are not limited to –

- Allocated teaching assistant and teacher support time has been dedicated with particular focus on pupils not on target to achieve age related expectations in reading, writing and maths. This is currently in Years 2-6. We have extra TA hours across the board.
- Funding has been allocated to release the Deputy Head to teach in Year 6. This enables pupil premium grant children to be part of a smaller group and access greater levels of support in maths and writing. There is also a focus on Year 6 booster sessions in maths and reading, with teaching assistant tutor time once a week to support pupil premium pupils who are targeted to meet age related expectations at the end of Year 6.
- Teaching assistant hours have been allocated across all year groups to provide further support to pupil premium pupils with specific reading and writing difficulties. Some pupil premium pupils have been identified as benefiting from receiving resources to support their learning that these have been purchased from the pupil premium budget.
- Many of the pupil premium pupils' parents are unable to afford to pay for school trips. In order to support their learning in all areas of the curriculum, and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.
- Allocation of TA supported nurture groups to support development of social and communication skills.
- Where possible, contribution towards the costs of the services of a school counselor.

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's requirements on what maintained schools must publish online. Our pupil premium strategy is available here –

<https://st-peters-catholic-primary-school.secure-primariesite.net/pupil-premium/>

Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Years Reception – Year 6.

Eligible pupils fall into the categories explained below –

Ever 6 Free School Meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance). This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

Looked After Children

Pupils who are in the care of, or provided with accommodation by, a local authority in England and Wales.

Post-Looked After Children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

Ever 6 Service Children

Pupils –

- With a parent serving in the regular armed forces;
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census;

- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

Roles and Responsibilities

Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for –

- Keeping this policy up to date and ensuring that it is implemented across the school.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces;
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate;
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding;
- Reporting on the impact of pupil premium spending to the governing body on an ongoing basis;
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE;
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

Governors

The Governing Body is responsible for –

- Holding the Headteacher to account for the implementation of this policy;
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant;
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the Headteacher, to assess the impact and effectiveness of the school's use of the funding;
- Monitoring whether the school is ensuring value for money in its use of the pupil premium;
- Challenging the Headteacher to use the pupil premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.

Other School Staff

All school staff are responsible for –

- Implementing this policy on a day-to-day basis;
- Setting high expectations for all pupils, including those eligible for the pupil premium;
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium and highlighting these individuals to the senior leadership team;
- Sharing insights into effective practice with other school staff.

Virtual School Heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority and allocating it to schools. Their responsibilities include, but are not limited to –

- Identifying the eligible looked after children and informing the local authority;
- Making sure methods for allocating and spending ensure that looked after children benefit without delay;

- Working with each looked after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan and ensure the funding is spent in this way;
- Demonstrating how pupil premium funding is raising the achievement of looked after children.

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

Monitoring Arrangements

This policy will be reviewed every two years by the Headteacher and Governing Body.