



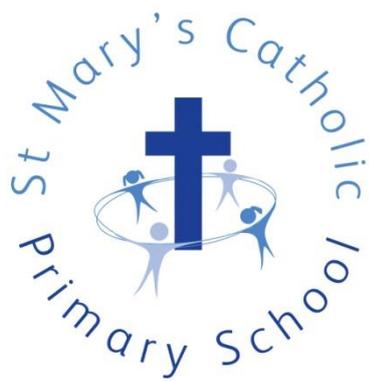
# St Mary's Catholic Primary School

## **Pupil Premium**

Reviewed: March 2018

Next review: March 2020

Date approved: \_\_\_\_\_



# St Mary's Catholic Primary School

**Pupil Premium**

## **Pupil Premium Policy**

### **Aims:**

At St Mary's, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

### **Context:**

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all"

### **Key Principles:**

By following the key principles below, we believe we can maximise the impact of our Pupil Premium Funding

### **Building Belief:**

We will provide a culture where:

- Staff believe in all children
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers
- Staff support children to develop "growth" mindsets towards learning
- Staff have high expectations of all children

### **Analysing Data:**

We will ensure that:

- All staff are involved in the analysis of data
- Relevant staff are aware of individual pupils' gaps in learning and how to fill these
- The SENCo produces and overview for all staff outlining the strengths and weakness
- Data is used by SENCo to create a provision map to help children overcome their barriers to learning

### **Identification of Pupils:**

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils;
- All staff are aware of who pupil premium and vulnerable children are;
- All pupil premium children benefit from the funding, not just those who are underperforming;

- Underachievement at all levels is targeted (not just lower attaining pupils);
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if . . . .".

#### Improving Day to Day Teaching:

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our leadership team to:

- Set high expectations
- Address any within-school variance through observation, monitoring, coaching and mentoring
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw upon external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation both internally and externally

#### Increasing learning time:

We will maximise teaching and learning time through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Ensuring that all lesson time is used effectively and productivity is high

#### Individualising support:

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
- Ensuring additional support staff and class teachers communicate regularly
- Using the SENDCO to co-ordinate high quality interventions across the school
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise to support the children's learning within the curriculum
- Tailoring interventions to the needs of the child (e.g. Targeted maths and English sessions in the afternoons and after school for children who struggle in the main lesson)
- Providing mentoring support to help keep children focussed on their targets and provide support
- Providing completely individualised interventions for set periods of time to support children in times of crisis. E.g. counselling

#### Monitoring and Evaluation:

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voices
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly

- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- A designated Pupil Premium Coordinator maintains an overview of pupil premium spending
- An Academy Representative is given responsibility for Pupil Premium

#### Reporting:

When reporting about pupil premium funding we will include:

- Information about the context of the school;
- Objectives for the year;
- Reasons for decision making;
- Analysis of data;
- Nature of support and allocation;
- Learning in the curriculum;
- Enrichment beyond the curriculum;
- An overview of spending
  - Total PPG (pupil premium grant) received
  - Total PPG spent
  - A summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children);
- Other evidence of impact e.g. Ofsted, Accreditations;
- Implications for Pupil Premium spending the following year.

An annual statement to the parents will be available on the school website outlining how the Pupil Premium funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

N.B: This policy should be read in conjunction with our LAC policy for Looked After Children.

Reviewed: March 2018

To be reviewed: March 2020

