



St. Ethelbert's Catholic Primary School

Pupil Premium Policy

"I serve Jesus with my body, heart, mind and soul."

Serviam means 'I serve'. Jesus Christ has taught us, 'it is more blessed to serve than to be served'. At St Ethelbert's school, following our Catholic faith, we serve the whole person – mind, heart, body and soul.

Body – because we care for our wellbeing, our parish neighbourhood and our environment.

Heart – because we teach love and respect for all.

Mind – because we believe in excellent education.

Soul – because we learn to pray and become closer to God as his children.

Introduction

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children and young people who have been looked after for 1 day or more, been adopted from care on, or after, 30th December 2005 or left care under a special guardianship order or a residence order.

The Pupil Premium also provides funds for the children of service personnel, known as a Service Premium.

Aims of the Pupil Premium Policy

This policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Catholic school in receipt of Pupil Premium funding, we are accountable to our governors, parents, school communities and parishes for how we are using this additional resource to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually at a national level. They capture the achievement of disadvantaged pupils who are covered by the Pupil Premium.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be published on the school's website.

Section 9 of this regulation requires schools to publish:

- the amount of the school's allocation that came from the Pupil Premium grant in respect of the current academic year;
- details of how it is intended that the allocation will be spent;
- details of how the previous academic year's allocation was spent, and;
- the impact of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.

Through this policy we shall ensure the above information is published on each academies website, and publish an overall summary on our website. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium, will not be identified.

How we will make decisions regarding the use of the Pupil Premium

The DfE has given each school the freedom to use the Pupil Premium as it sees fit, based upon their knowledge of pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used for its intended purpose.
- Use the latest evidence based research, and share current good practice, on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents, carers and parishes play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and each Governing Body (GB).
- Recognise the fact that pupils eligible for FSM are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group, and individual needs, fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing

the whole child through identifying and intervening with their social, emotional, psychological and spiritual development where necessary.

- Use the Pupil Premium for all year groups not just those taking tests or examinations during, or at the end of, the year.

Roles and Responsibilities

We expect all members of our community to:

- be committed to raising standards and narrowing the attainment gaps for our pupils.
- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- promote an inclusive and collaborative ethos, consistent with our shared commitment to Gospel Values, which enables pupils with disadvantaged backgrounds to thrive along with their peers.

The Head Teachers and Senior Leadership Teams will:

- implement this policy on a day-to-day basis and review pupil progress on a regular basis (at least six-weekly)
- ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils
- ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.
- identify a Pupil Premium representative in their school who will be the named lead professional for Pupil Premium.
- report to their GB at regular intervals during the academic year.

The Lead Governor and Local Governing Body will:

- ensure that their school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps are implemented
- have a named paired Lead Governors who are responsible for ensuring the implementation of this policy
- take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data when monitoring and evaluating the impact of the schools' work in relation to Pupil Premium
- publish annually on the academy's website an annual statement on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in their school and the impact this has had, in line with The School Information (England) (Amendment) Regulations 2012, Schedule 4, Section 9.

Teaching, support staff and governors will:

- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.

- support groups of pupils with socially disadvantaged backgrounds in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- keep up-to-date with teaching and teaching support strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

The Strategy Committee will:

- consider the impact of Pupil Premium three times per year

Local Area Boards will:

- consider strategies and cross-academy learning, in the context of the oversight of the range of discrete pupil groups.

Monitoring and Reviewing this Policy

Work in relation to the Pupil Premium will be considered by the Headteacher and GB at regular intervals during the school year to ensure it is having the intended impact in narrowing the gaps. This will allow adjustments to be made if particular strategies are not working well, rather than leaving things to the end of the year.

The approach of the school to narrowing the progress and attainment gaps experienced by pupils with disadvantaged backgrounds will be reviewed annually. This will be to check the impact of approaches being taken and, as necessary, to agree amendments to the Pupil Premium Policy. It will also take into consideration any changes to funding that become available under the Pupil Premium Grant.

As a Catholic school, we recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are taking or endorsing have the desired effect. In order to do this effectively, we will where relevant, undertake evaluations of the strategies we are using.

Communication of Policy

This policy (and associated procedures) will be reviewed and publicised at least once each year to all academies, as well as other stakeholders where necessary, with the expectation of academies' further communication to parents/carers, staff, clergy and volunteers.

Headteacher November 2016
Review September 2018