



Pupil Premium Policy

2015-2016

Issue Status: -

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01/01/2016	A	January 2016

Chair of Governors: Mr J. Colby

Date: January 2016

PUPIL PREMIUM POLICY

Aims:

At Saint Thomas More Catholic Primary School, 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 additional amount in our budget and this policy outlines how we will ensure it is spent to maximum effect.

Overview:

The Pupil Premium was first introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils and targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. The service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment by ensuring that funding reaches the pupils who need it most.

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.

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including Pupil Premium.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents 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.

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (eg. Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils (eg. Half-termly Pupil Progress meetings)
- 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

Quality First Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and SLT, and interventions put in place.
- If a pupil has been identified, at our termly progress meetings with teachers, as underachieving, or possibly having special educational needs, or a disability, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary.
- The PP Interventions Manager, and SENDCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

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

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading

Saint Thomas More Catholic Primary School

- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation
- Ensure quality of intervention through regular monitoring

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours:
 - Early mornings
 - after school
 - Easter holidays

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 Learning Assistants and teachers to provide high quality interventions across their phases
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Speech and Language Therapist
 - Minority Group Support Services for children with English as an additional language
- Providing extensive support for parents
 - workshops to support their children’s learning within the curriculum
 - to manage in times of crisis (Learning Mentor, CAB)
- Tailoring interventions to the needs of the child (e.g. Targeted sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence

There is no stigma attached to being in an intervention in our school. Everyone needs support with something, whatever that might be, every child is in receipt of something.

Going the Extra Mile

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

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 voice
- Assessment Data is collected half 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 (Assertive Mentoring meetings)
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour and where a child has complex needs where it is only possible to show small steps of progress.
- A designated member of the SLT maintains an overview of pupil premium spending (Inclusion Lead – Mrs Clare Staines)
- A governor is given responsibility for pupil premium (Mr Jim Colby)

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
 - use of research
- nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- an overview of spending
 - Total PPG (pupil premium grant) received
 - Total PPG spent
 - Total PPG remaining
- 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, Case studies (pastoral support, individualised interventions)
 - Implications for pupil premium spending the following year