



*'To walk hand in hand with God, loving Him, loving each other and loving ourselves,
doing our best with the gifts He gave us to make the world a better place.'*

St Peter's Catholic Primary School, Waterlooville

Pupil Premium Policy

Version	6	Date/Effective from	January 2019
Author	R Cunningham, J Stewart	Review Date	January 2022
Committee	NA	Responsibility	Full Board of Governors
Associated Policies, Documents, Agencies: Equalities policy, Pupil Premium Annual Statement, DfE Guidance document: Pupil premium conditions of grant 2017 to 2018 https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2017-to-2018/pupil-premium-conditions-of-grant-2017-to-2018			

Introduction

St Peter's Catholic Primary School is committed to providing a high quality education for every pupil, within a happy, safe and supportive environment. It strives to be part of a dynamic and caring community by inspiring and challenging all to make the most of their abilities.

Principles

Every child with their individual needs and gifts is unique. All members of staff and governors accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring environment. This is an essential, integral part of the spiritual development of the whole school community. As with every child in our care, a child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to their full potential, irrespective of need. All members of staff and governors also accept responsibility for ensuring good attendance and punctuality for disadvantaged and service pupils to ensure that they receive the education to which they are entitled.

Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their peers, along with children of families who serve in the armed forces. The premium is provided in order to support these pupils in reaching their potential. Children eligible for Pupil Premium funding are:

- Children eligible for income based free school meals
- Children who have been eligible for income based FSM anytime in the previous 6 years
- Children of families who serve in the armed forces
- Children of families who have served in the armed forces anytime in the previous 4 years
- Children recently adopted from care

- Looked after children

The amounts of money allocated varies by the type of need and the amount of money St Peter's receives is explained in the Pupil Premium Annual Statement. The government are not dictating how schools should spend this money and decisions about the allocation of funds will always be taken by senior leaders in school. They are clear that schools will employ strategies that they know will support these pupils to increase their attainment and 'narrow the gap' so they perform as well as their peers. Schools are accountable for narrowing the gap and school performance tables now include data that shows the attainment of pupils who receive pupil premium funding compared with that of their peers.

Provision

In order to meet the above requirements, the Governing Body will ensure that provision is made which secures the teaching and learning opportunities to meet the needs of all pupils. Our priority will be focused on 'narrowing the gap' for those pupils not on track to achieve ARE (age related expectation) at the end of Key Stage 2 and ensuring children make comparable progress to their peers.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of disadvantaged and service pupils are adequately assessed and addressed through termly pupil progress meetings.

In making provision for disadvantaged and service pupils, the Governors of the school recognise that every family has unique and special circumstances and that not all pupils who are eligible for pupil premium funding will be disadvantaged.

The Governors also recognise that not all pupils who are disadvantaged and service are registered or qualify for free school meals or Pupil Premium funding. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Quality and Range of school provision

- Quality of teaching and learning - training and development of teachers to be more effective in raising attainment for their pupils
- Classroom support to facilitate pupils' access to education and the curriculum – training of support staff to have specific impact on children at risk of falling behind or who need to catch up.
- Quality of classroom support to facilitate additional teaching and learning opportunities
- Extra adult support to facilitate emotional development, counseling sessions and small group interventions
- Additional adult support to assist overcoming behavioural barriers to learning
- Provision of adequate space for nurturing, counseling and interventions to take place
- Provision of targeted resources for individual or groups of children that impact attainment and progress
- Increased links with multi agencies to enable targeted support where necessary (working alongside LA professional children's support and secondary schools to provide family support for shared families)

- Weekly monitoring and tracking of progress, attainment and attendance for disadvantaged and service children, including a pupil passport for every disadvantaged and service child

Building Cultural Capital

- Provide experiences in order to broaden horizons for disadvantaged and service pupils (Holiday based activities, participation in after school clubs)
- Provision of a library with access for both pupils and parents with specialised books to assist disadvantaged and service children and families
- Access to music tuition
- Access to residential trips where the cost of the residential element is chargeable
- Access to sports and after school clubs
- Access to before school learning club

Individualised Support

- 1:1 maths tutoring for identified pupils, both face to face in school and online
- Tablet provided for home use
- Access to ELSA and/ or nurture groups
- Attendance at more able events
- 1:1 family support for home learning or behaviour

Reporting

The school will produce an annual report for the Governing body:

What the school report will contain:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged and service pupils.
- Attendance data for disadvantaged and service children compared with that of their peers, locally and nationally
- An outline of the provision that was made
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision

What Governors will do:

- Assess the report provided by the school and use it to inform governor visits and evidence
- Analyse data from ASP and consider how it relates progress of the school's disadvantaged and service pupils against local and national benchmarks
- Ensure that there is an annual statement to the parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for disadvantaged and service pupils. This task will be carried out within the requirements published by the Department for Education.

Success Criteria

The success criteria for the Pupil Premium Policy are:

- Early intervention and support for disadvantaged and service children will ensure that they keep up with their peers and / or specific identified needs are met, so far as meeting those needs is within the schools capability
- Disadvantaged and service children will meet their individual targets, where they don't, clear evidence of support which was deployed will be available
- Effective support for parents will ensure all parents are able to approach school for information and advice where needed, and work in partnership to further their child's education
- Create a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community; developing confident and independent learners regardless of disadvantage.