



St Peter's Catholic Primary School, Waterlooville

Pupil Premium Policy

Version	4	Date/Effective from	January 2017
Author	R Cunningham, P Pelling	Review Date	January 2018
Committee	NA	Responsibility	Full Board of Governors
Associated Policies, Documents, Agencies: Equalities policy, Pupil Premium Annual Statement			

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.

Pupil Premium Eligibility

Pupils eligible for Pupil Premium funding in St Peter's are;

- Pupils in all year groups recorded as 'Ever 6' free school meals (FSM)
- Children Looked After (CLA) who are in the care of, or provided with accommodation by the local authority
- Children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order, or a residence order
- Pupils in all year groups recorded as 'Ever 6' Service Child, or in receipt of a child pension from the Ministry of Defence

The use of the Pupil Premium Grant (PPG) ensures that as a school we are providing a safe, happy and motivating environment that encourages the whole school community to achieve their full potential both educationally and socially.

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The amount 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 do not dictate 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 priorities will be:

- '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;
- Keeping up from the start, for those pupils entering Year R to ensure our disadvantaged children achieve a good level of development at the end of Year R.

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.
- Extra adult support to facilitate emotional development, nurture and small group interventions
- Additional adult support to assist overcoming behavioural barriers to learning
- Provision of adequate space for nurturing 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 Children's Centres and secondary schools to provide family support for shared families)
- Frequent monitoring and tracking of progress, attainment and attendance for disadvantaged and service children, including a pupil passport for every disadvantaged and

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service child and Intervention Grids developed by the SENCO, to show at a glance how the needs of children with specific interventions in each year group are being met.

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 visits where the cost of the residential element is chargeable
- Access to sports and after school clubs

Individualised Support

- 1:1 maths tutoring for identified pupils, both face to face in school and online
- Access to before school ICT club
- Tablet provided for home use where this is identified as a barrier to learning
- Access to ELSA and/ or nurture groups
- Attendance at More Able events
- 1:1 family support for home learning, or behaviour

Reporting

The Head teacher will produce an annual report for the Governing body:

What the Headteacher's 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 Headteacher and use it to inform governor visits and evidence
- Analyse data from Arbor and Raise Online 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:

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- 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 school's 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 support 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