

# St Joseph's Catholic Academy

Member of the Newman Catholic Collegiate



**Disadvantaged Children  
incl. PP Policy 2021 -  
2022**

## PUPIL PREMIUM POLICY

### Background

The Pupil Premium is a Government initiative that targets extra money at pupils from disadvantaged backgrounds, as historical research and data shows that these pupils are more likely to underachieve compared to their less disadvantaged peers.

This additional funding (Pupil Premium) is provided in order to support these pupils in reaching their potential. In the past, schools received additional funding linked to the percentage of children entitled to free school meals (FSM), and Pupil Premium replaces this funding. Pupil Premium funding is based on children who have registered for a free school meal at any point in the last 6 years, children who are in care or adopted and children whose parents are currently serving in the armed forces.

The aim of the Pupil Premium funding is to 'close the gap' between the achievement of disadvantaged pupils and that of non-disadvantaged.

The Government are continuing to allow schools to decide how this money is used to improve pupil achievement but schools are accountable for 'closing the gap' and need to demonstrate that they have employed effective strategies using this funding.

### Introduction

This policy incorporates the aims and values of our school Mission Statement - Learning and Growing Together in Faith and Friendship. At Saint Joseph's we truly believe that every child is unique, made in the image of Christ, and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors - or any other external factor- which may hinder pupil progress and attainment, and ultimately affect their life chances.

As a school we recognise that not all pupils who are eligible for Pupil Premium are under-achieving, whilst some pupils may be under-achieving and not eligible for Pupil Premium funding. It is therefore our school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

## Aims

- To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Learning & Teaching Policy), supported by use of additional, delegated funding.
- To work in partnership with families and pupils eligible for Pupil Premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.
- To work with external partners and organisations to provide additional support for the social, emotional, health and well-being of all pupils with potential barriers to learning and achievement.
- To ensure governors fulfil statutory responsibilities to make effective use of Pupil Premium funds in order to impact positively on pupils' achievement and attainment.

## Principals of our policy

- Pupil premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium students alike.
- The majority of our work through the pupil premium will be aimed at accelerating progress, moving students to at least age related expectations (ARE) especially in English and Maths, but even further where they have the potential to achieve beyond ARE. We also aim to higher aspirations and nurture individual skills and talents.
- We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction, for example, specialist music lessons.
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential.
- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence.
- We will inform parents, carers and students about their eligibility for Pupil premium, and where possible we will account to them for its use and impact
- We will involve the widest possible group of appropriate stakeholders,

especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.

### Provision

- Family support programmes.
- Before and After School club subsidy when required.
- EWO additional support.
- Younger Minds counselling.
- Attendance rewards programmes- weekly and termly funded
- Early Years additional support programmes (Nuffield Early language) Language interventions and support from a speech therapist in EYFS.
- Intervention programmes in Phonics EY/KS1/LKS2 Timetables,
- Classroom support assistants targeted support in every classroom.
- SEND additional support programmes.
- Lunchtime and afterschool school enrichment clubs and activities subsidy including transport when required.
- Instrumental Tuition Programme subsidy.
- Enrichment activities within the curriculum- trips/visits support.
- Behaviour for learning rewards programmes.
- Individual learning resources where required.
- Uniform support where required.
- Parent workshop programmes to support learning at home.
- Training Budget/CPD - aimed at accelerating progress and moving children to **at least** age related expectations. Reading, Writing and Maths will take priority. This includes staff CPD.
- Transition support at every level.
- Additional support in transition to secondary education.
- Motivational speakers and themed weeks aimed at raising aspirations.
- Providing small group work with an experienced teacher focused on overcoming gaps in learning.
- Additional staffing in specific targeted year groups
- Additional group teaching and learning opportunities provided by trained TAs .
- Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use.
- Involvement in the Peak District Survival Schools project to engage children in outdoor learning.

## Reporting

It is the responsibility of the Principal and our Pupil Premium lead (Miss Forrester), to provide a report to the governors which includes the following:

- Details of progress made towards closing any learning gaps, for socially disadvantaged pupils, diminishing differences in attainment.
- An outline of the provision that was made since the last report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision.

Parents will receive information as to the progress of pupils through personal information sent home on reports and through reporting of assessment results at the end of the academic year.

How the funds are used and the impact made will be reported via the school website.

## Success Criteria

The evaluation of our policy is based on how quickly we, as a school, can close the attainment gap between socially disadvantaged pupils and their peers. Targets for all pupils will be identified and evaluated annually and included in the School Development Plan.

The success criteria for the Pupil Premium Policy are:

- Having effective assessment procedures and pupil progress meetings in place, which enable close monitoring of the progress of disadvantaged pupils.
- Early intervention and specialist support in place with measurable outcomes for pupils who are off-track.
- Holding regular reviews of the performance and targets of pupils.
- Forming positive links with parents and keeping them informed of their child's progress.
- Having a whole-school approach.
- The attainment and achievement of pupil premium children is in line with or above national expectations.

## Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of

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issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Policy agreed: September 2021

Next Review Date: September 2022