

# St. Joseph's Catholic Primary School



## Pupil Premium Policy

---

“Inspired by St Joseph, together with Christ, we learn, we grow, we love.”

## **RATIONALE**

St Joseph's Catholic Primary School is an expanding school with three forms of entry in reception and year 1 in the London Borough of Barnet and in the Diocese of Westminster. The school services the Catholic community of the parish of Our Lady of Dolours, St Patrick's West Hendon and St Edward the Confessor Golders Green and has an excellent reputation; there are waiting lists for most year groups. The school deprivation index is 0.26 (Raise).

In the academic year 2015-16 we received £95,980 of Pupil Premium funding overall.

This academic year 2016-17 we will be receiving £89,600.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs but with a duty to plan, account for, report on and evaluate its use and effectiveness.

'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.'

However, we are accountable for the use of this additional funding.

## **THE PUPIL PREMIUM**

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 from Reception and up to year 11 (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds including children looked after by the local authority (LAC), those who have recently exited care due to adoption, special guardianship, or residency and services children and their more affluent peers.

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 and has increased significantly and is now worth £1320 per child whom has been registered for FSM at any point in the last 6 years. Children who have left local authority care will attract £1900 and services children £300.

## **PURPOSE OF THE PUPIL PREMIUM POLICY**

The purpose of this policy is to outline 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 school in receipt of Pupil Premium funding, we are accountable to our parents and school community 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 on a national level. They capture the achievement of disadvantaged pupils 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 a school's website.

Section 9 of this regulation requires schools to publish 'The amount of the school's allocation 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 effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

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 cannot be identified.

## **HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM**

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

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.
- Use the latest evidence based research 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 and carers 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 governing body.
- Recognise the fact that FSM pupils 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. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

## **DEVELOPMENT OF THE POLICY**

This policy has been developed in consultation with our pupils, staff, governors and parents and carers. It is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account. When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2015, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

## **LINKS TO OTHER POLICIES AND DOCUMENTATION**

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, school website and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

## **ROLES AND RESPONSIBILITIES**

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

### **The Head and Senior Leadership Team**

The Head and the Senior Leadership Team are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

Zara Flitton has day to day responsibility for coordinating the implementation of this policy and monitoring outcomes. She has expert and informed knowledge of evidence based research of 'what works' and 'how' this works in narrowing the gaps. She knows how to customise this research to fit the needs of our pupils and school context.

The School Finance Officer with the HT will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding. She will also check to see that it is providing value for money, which will be discussed with the SLT.

### **Teaching and Support Staff will:**

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability', promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- 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 disadvantaged groups of pupils 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 strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

### **Governing body**

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The Pupil Premium Governor, Marc Boucherat, is responsible for ensuring the implementation of this policy.

Our governing body will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

### **KEY CONTACTS**

Lisa Barton - Interim Headteacher  
Zara Flitton – Deputy Head  
Marc Boucherat - Governor

### **MONITORING AND REVIEWING THE POLICY**

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant. We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Our annual review will involve staff, pupils, governors and parents and carers.

#### **DISSEMINATING THE POLICY**

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- included in the termly newsletters for parents and carers

We will also use other methods and occasions such as parents' evenings and assemblies, as appropriate to share information about the Pupil Premium.

#### **APPEALS PROCEDURE**

Any appeals against this policy can be made through the governor's complaints procedure.

#### **APPENDICES:**

##### **1. Future use of Pupil Premium: Action Plan 2016-17**



#### **St Joseph's Pupil Premium Action Plan 2016-17**

<b>Pupil Premium used for:</b>	<b>Amount allocated to the intervention / action (£)</b>	<b>Is this a new or continued activity/cost centre?</b>	<b>Brief summary of the intervention or action, including details of year groups and pupils involved,</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>

			<b>and the timescale</b>	<b>Premium? What will it achieve if successful?</b>	
Straight classes in year 6	£30,000	New	3 classes with a max of 22 children in each	Year 6 to make accelerated progress	Outcome in KS2 SATs
Maths whole school long term planning	£500	New	A maths plan which ensures coverage and progression across the school	Children all make at least expected progress in maths across the school	Evidence in maths books and children's achievement in maths
Third Space Learning	£13,000	Continued	Focused maths intervention for disadvantaged pupils in year 5 and 6 to improve maths attainment	Improved outcomes at the end of year 5 and KS2	Outcomes for disadvantaged pupils at the end of year 5 and KS2
More able Maths	£2000	Continued	More able year 4, 5, 6 children attend lessons in school for maths on a weekly basis	Opportunities for children to be able to take part in maths competitions	Improved confidence and self-esteem in maths
Sports Clubs	£1000	New	A wider range of sports clubs on offer	Children have a wider range of sporting clubs	Monitored by PE leader

Leadership and staff training on outstanding teaching	£2000	Continued	Training for staff on revised outstanding teaching – 1 teacher to take part in OTP	All pupils benefit from quality first teaching	Monitored by Leadership team- classroom observations , pupil discussions, work scrutiny, sampling, moderation
Learning Mentor support emotional and social needs of vulnerable families	£10,000	Continued	1:1 with parents and children Attends course Social skills groups Supports staff in behaviour management strategies	LM time is targeted to supporting disadvantaged pupils.	Parental feedback Children's feedback Pupil questionnaires
1st class at number 2	£500	Continued	Year 4 Group Maths support programme 12 week intervention repeated for different children	Who are our disadvantaged pupils on this project	Formal Assessment giving a maths age at beginning and end of the project overseen by SENCo
TA Training	£1500	Continued	Supporting Literacy Phonics- RWI Peer observations	Disadvantaged pupils in intervention have benefited as evidenced above	Varied assessments linked to programmes monitored by SENCo.
SENCo training on effective intervention strategies	£1000	Continued	SENCo accreditation SENCo Meetings	Understanding of most effective ways to support pupils – esp. disadvantaged pupils	In all of the above intervention groups assessments . As evidenced above.

Outdoor adventure and Supporting school trips	£2000	Continued	Year 6 School Journeys and Days trips across the school providing cultural capital	All disadvantaged pupils able to go on trips	Evidence - the pupils feedback, parents feedback
Music Tuition	£2000	Continued	Subsidised music tuition for disadvantaged pupils offered on a termly basis	Encourage disadvantaged pupils to take up music tuition to build confidence and enjoyment	Take up music lessons termly
School Uniform	£500	New	Support parents in buying school uniform	Disadvantaged pupil wearing the correct uniform	Evidence - the pupils feedback, parents feedback
English Boosters	£2000	New	Targeted children support of English before school. Three times weekly.	Improved outcomes at the end KS2	Outcomes for disadvantaged pupils at the end KS2
Maths boosters	£2000	New	Targeted children support of maths after school.	Improved outcomes at the end KS1	Outcomes for disadvantaged pupils at the end KS1

**This policy was written by the Teaching, Learning & Achievement Committee and ratified by the Governing Body of St Joseph's Catholic Primary School:**

**On: 23 May 2017**

**Next review date will be May 2018**