



ST. OSWALD'S RC PRIMARY SCHOOL

PUPIL PREMIUM Policy

Rationale

This policy incorporates the aims and values of our school, which is rooted in our belief 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 in the future.

St Oswald's recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is 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, no matter what their starting point or background, with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, supported by use of additional, delegated funding entitled, Pupil Premium 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 wellbeing 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.

Background

The Pupil Premium is a government initiative that 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 full potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and has 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.

This fixed amount of money is expected to increase every year for the course of this current Parliament. At St Oswald's we will be using these indicators to target children to 'close/diminish the gap' regarding attainment and progress.

Context

When making decisions about using Pupil Premium funding, it is important to consider the context of the individual child and the subsequent challenges or barriers 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 and there is no "one size fits all". St Oswald's also recognises that some children who are entitled to Pupil Premium funding have none of these challenges or barriers to learning. Our families are varied and there is no "one label fits all". Those children we feel are well placed and well supported at home and who are thriving in school are still targeted to achieve to the very best of their ability.

Systems, procedures and practice

The Pupil Premium Leadership Team (PPLT) incorporates:

- The Headteacher
- Deputy Headteacher
- SENDCo
- The School Business Manager/Admin.

Groups who contribute to the work of the PPLT:

- All Class Teachers
- All Class Teaching Assistants
- Pupil Premium Link Governor
- Parents/Carers
- Pupil Premium children

Headteacher/Deputy Headteacher

- Provides strategic leadership of Pupil Premium funding and deployment of staff
- Ensures appropriate allocation and use of funding for pupils and training for staff and governors
- Provides individual guidance and support for staff to ensure most effective impact of funding
- Provides regular, detailed and comprehensive information for governors
- Leads and manages the Pupil Premium Policy and Pupil Premium Strategy
- Works with the rest of the PPLT to ensure the best outcomes possible for all Pupil Premium pupils, developing robust systems and procedures for planning, monitoring and reviewing the impact of Pupil Premium
- Provides termly Pupil Premium progress reports to the PPLT and governors
- Ensure assessment systems are robust and consistent and data collected and analysed is accurate
- Maintain a record of pupil progress and impact of mentoring, and provide feedback to the class teacher
- Provide appropriate support and guidance for staff when planning Pupil Premium targets and support based on data analysis
- Liaise with external partners and agencies, where necessary
- Monitor quality and impact of intervention, e.g. one-to-one support, phonic interventions, mentoring, etc.
- Work with the admin staff to monitor pupil attendance
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils

SENDCo

- Perform a pastoral role and mentor those Pupil Premium children who are deemed 'more vulnerable' or who are displaying negative behaviours
- Liaise with external partners and agencies, where necessary to broker SEND support for children who are both Pupil Premium and SEND

School Business Manager/Admin.

- Monitor delegation of funding for Pupil Premium
- Update lists of Pupil Premium children as and when required – share with staff
- Provide information on allocation for Pupil Premium funding via the school website and reports to governors
- Work with designated staff to monitor attendance and evaluate against set targets on Pupil Premium Action Plan and Strategy

Class Teachers

- Identify and list pupils in each class and update as and when necessary
- Arrange meetings with parents and pupil re. needs analysis
- Under the guidance of the Headteacher, complete class specific Pupil Premium action plans
- Arrange reviews with parents where necessary
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for children eligible for pupil premium
- Ensure classroom support assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage

Teaching Assistants

- To work alongside and under the direction of the class teacher to target teaching and learning of PP children ensuring:
 - Any gaps in learning are identified via robust and accurate assessment
 - Any whole class teaching and group/individual interventions are timely and targeted at improving attainment and accelerating progress in all of the core subjects
 - PP children are assessed and tracked regularly to ensure progress rate is maintained and sustained and no further gaps in learning appear

Governors

The designated Link Governor for Pupil Premium will act on behalf of the governors to monitor and review the progress and impact of Pupil Premium funding. This will involve regular meetings with the Headteacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

Key Principles

By following the key principles below, we believe we can maximise the impact of our Pupil Premium spending:

Building Belief

We will provide a culture where:

- staff believe in ALL children
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop positive mind sets towards learning

Analysing Data

We will ensure that all members of staff are involved in the analysis of data so that they are fully aware of strengths and areas for development across the school

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils
- ALL staff members are aware of which children are Pupil Premium and vulnerable children
- 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

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

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking – feedback for learning, guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

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

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 team leaders 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 if necessary
- Tailoring interventions to the needs of the child (e.g. targeted maths/English revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence (e.g. free After School Clubs)

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
- 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
- A designated member of the SLT and PPLT maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium

Reporting

When reporting about Pupil Premium funding we will include:

- Total PPG (Pupil Premium Grant) received
- Total PPG spent
- Total PPG remaining
- Information about the context of the school
- Objectives for the year
- Analysis of data
- Nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- 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
- Implications for Pupil Premium spending the following year

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.

Reviewed July 2017

Accepted by Governors December 2017