



St Anne's Catholic Primary School

Pupil Premium Policy

This policy was reviewed and updated in **September 2019**
Next review date: **July 2020**

The Pupil Premium is an allocation of additional funding given to schools in order to support specific groups of children who are vulnerable to possible underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

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 Pupil Premium funding is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children (CLC) 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. At St Anne's CVA, we will be using the indicator of those eligible for FSM, as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At St Anne's CVA this is approximately 9% of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers to learning for disadvantaged 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".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.



Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

Our tiered approach

To prioritise spending, we have adopted a tiered approach to define our priorities and ensure balance. Our tiered approach comprises three categories:

1. Teaching
2. Targeted academic support
3. Wider strategies

Quality of teaching

1. Talk for Writing throughout the school (Professional Development-for all staff from Assistant Head)
2. Mastery style teaching for all Maths lessons, deepening understanding.
3. Phonic sessions which teach children to read accurately and fluently with good comprehension.
4. A school reading spine that helps children engage at a deeper level and enter the world of the story.
5. A knowledge rich curriculum with linked memorable experiences.



Targeted academic support

1. Pre/Post Teaching
2. Reading Fluency
3. Precision spelling
4. Motor Skills United programme
5. Speech and Language Therapy

Individual targets are also set for each pupil. The progress of students is discussed with individual class teachers during termly meetings.

Wider strategies

Parental engagement: Family Support Worker/SENCO to attend school doctor appointments offering support for families

1. Wellbeing – Lego therapy / Art therapy
2. Communication – Support punctuality and attendance (track attendance, providing letters, fostering links with parents)
3. Achievement – Personalised homework support
4. Independence – Life experience opportunities

Reporting

It will be the responsibility of the Assistant Headteacher to produce regular reports for the Governing Body, which will include:

- The progress made towards diminishing the difference, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- 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.
- The school 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 gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website. (This will be updated at the beginning of each academic year and thus allowing an accurate data analysis for the year to be shown.)

Governing Body: Pupil Premium named governor: Lorraine Gavin