

# **St. Francis Xavier Catholic Primary School**



## **Pupil Premium Policy**

## **Mission Statement**

*At St Francis Xavier Catholic Primary School we provide an environment built on the teaching of the Catholic Church.*

*Everyone is an equal and valued member of our family becoming stronger as we embrace challenge and change together.*

*Throughout our life's journey, God's love inspires us and his Word guides us as our community grows in enthusiasm for excellence in all that we do.*

## **Rationale**

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 potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have 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. Francis Xavier we use the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'diminish any differences' regarding attainment. 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 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".

## **Aims**

At St. Francis Xavier we cherish each child by seeking to provide an appropriate education that meets the individual needs, and supports everyone to achieve their full potential. We have high aspirations and ambitions for our children and we believe that no child should be left behind. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

## **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

## **Analysing Data**

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across The school
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective

## **Identification of Pupils**

We will ensure that:

- Teaching staff and support staff are involved in the analysis of data and identification of pupils
- Staff are aware of who pupil premium children are
- 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

## **Improving Day to Day Teaching**

We will continue to ensure that **all** children across the school receive at least good teaching to:

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

## **Increasing learning time**

We will maximise the time children have to "catch up" through:

- Working to improve attendance and punctuality
- Providing early intervention (KS1 and EYFS)
- Delivering interventions at times of day where they will have least impact on class teaching

## **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
- Matching the skills of the support staff to the interventions they provide
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence
- Pastoral support in times of need
- Working with other agencies to bring in additional expertise where required
- Providing support for parents to try and ensure good attendance of pupils
- Providing support for parents through meetings to support their children's learning within the Curriculum

## 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 termly so that the impact of interventions can be monitored regularly
- Assessments are moderated to ensure they are accurate
- Teaching staff and support staff contribute to the identification of children requiring additional support or intervention
- 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 progress and the impact of interventions
- A designated member of the SLT 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:

- Information about the context of the school
- Learning in the curriculum
- Analysis of data - Performance of disadvantaged pupils (compared to non-pupil premium children)
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Nature of support and allocation
- An overview of spending:
  - Total PPG (pupil premium grant) received
  - Total PPG spent
- a summary of the impact of PPG
- Other evidence of impact e.g. Ofsted, Accreditations
- Implications for pupil premium spending the following year
- Parents will also be provided with a brief summary on the impact on individual Pupil Premium spending

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 diminishing any differences for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

The named governor for Pupil Premium is Cate Bucknall

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