

St Joseph's Catholic School Pupil Premium Funding Policy



Mission Statement

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At St Joseph's we welcome all
as members of our school family.
We learn and care for each other as brothers and sisters;
enriched by the teachings of Jesus.

We encourage creativity;
valuing our unique talents and skills as gifts from God.
Working alongside pupils and parents*/carers,
we can all succeed and realise great things.

Serving the communities within the Parish of St Joseph's
and St John the Baptist and beyond,
we reach out to all.

We respect each other, our different cultures and faiths;
celebrating our richness and diversity.

Through worship and prayer we show our love; striving to
achieve our very best.

1. Introduction

The Pupil Premium fund is money delegated to schools to ensure that disadvantaged children are making good or better progress, as reflected in their attainment reaching Age Related Expectations (ARE). Pupil Premium money is targeted primarily at children from low income families and those in receipt of free school meals (FSM), including those who have been eligible for FSM in the past six years (Ever 6). The funding is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing, any gap in attainment. In making appropriate provision for this we acknowledge that not all pupils in receipt of FSM are socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for FSM. The Governors therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has identified as needing additional support to achieve improved outcomes in learning and/or well-being. In doing so the Staff and Governors of St

Joseph's Catholic School are fully committed to ensuring that this provision maximises teaching and learning opportunities for all pupils.

2. Provision

St Joseph's Catholic School offers a wide range of provision aimed at enabling all learners to enjoy and thrive in learning and achieve their best. The Pupil Premium Report details how the school has used its Pupil Premium allocation from April 2016 to March 2017 and the impact of this support. The Local Authority receives funding for each child in care and this funding will initially be retained by the Virtual School B & H Headteacher as required by the Department for Education (DfE). The Virtual School Headteacher is responsible for the use of Pupil Premium Plus to close the learning gap and realise the potential for all children in our care, wherever they live. In summary, the current provision provided through the Pupil Premium fund includes:

- Individualised learning to support children in Year 1 and 2 who are low attaining or under achieving to make progress in reading and writing through the Fischer Family Trust programmes;
- Learning mentors to support vulnerable children and improve their well-being, for example by promoting learning behaviours and attitudes, or by supporting social skills and self-awareness;
- Individual learning support for children of all abilities through the use of Pupil Conferencing, encouraging pupils to take more ownership over their learning, and talk about what helps them to learn;
- Individualised or small group learning to support pupils who struggle with new concepts and to challenge the more able pupils in deepening their learning;
- Ensuring children have necessary provisions such as uniform and PE kit, and access to extra-curricular activities including clubs and trips.

3. Rationale for decisions about provision

The rationale for resource deployment is decided by the school, based on the following principles:

- effectiveness and impact so that progress and achievement is maximised for every pupil
- flexibility
- fitness for purpose
- value for money acknowledging appropriate accountability
- equity
- inclusivity
- to improve the life chances and choices of all pupils through improved attendance and raising aspiration.

At St. Joseph's we hold termly pupil progress meetings (Pathways) between the head teacher and class teachers to monitor the attainment and progress of all pupils. We use on-going and fixed point assessment to identify pupil's learning needs and inform next steps in teaching. At this time children causing concern are discussed and the appropriate intervention is considered. A range of additional support may be provided that is felt to best meet the child's needs at the time, which may be carried

out by teachers, specialist teachers or teaching assistants. In the first instance we always seek to provide quality first teaching for all pupils within the classroom, however timely, appropriate intervention teaching is also used to maximise pupils' progress and attainment. These children are then monitored closely to measure progress. We are mindful of keeping a balance between the need for individualised support and the benefits lost when children are withdrawn too much from the classroom. Every effort is taken to consult families about the needs of their children and to work closely with them to support their children.

When considering the deployment and funding of additional support through Pupil Premium, we carefully take into account the following options in order to maximise the impact for the pupil:

- facilitating pupils' access to education
- facilitating pupils' access to the school's curriculum
- support in addition to the provision made in the classroom e.g., specific programmes or targeted interventions
- additional opportunities to enhance or complement the school provision e.g. after school clubs, trips.

Where it is considered that there is a need for alternative provision from external providers that complements the school's provision, the head teacher will agree this following discussion and advice from colleagues and other relevant sources.

4. Monitoring and evaluating provision

Once outcomes in relation to learning and wellbeing have been identified and plans agreed, the additional provision is monitored:

- session by session by those staff providing support, adaptations being made as necessary;
- twice yearly meetings with parents/carers and children where appropriate;
- during termly pupil progress meetings (Pathways) between the head teacher and teachers/learning support staff involved;
- whenever there are changes in circumstances which need to be assessed and actioned appropriately.
- analysis of data / gaps between PP and non-PP pupil outcomes in English and Maths.

The Headteacher reports to the governors termly and reviews latest provision (with the teachers/SENCO). The Inclusion team works with colleagues in the Cluster to share best practice and collaborate on Pupil Premium projects. They also attend training and conferences at which they can review and benchmark the school's work and results within the LA and national context.

The overall effectiveness and impact is also evaluated at the end of the academic year through Teacher Assessment, Key Stage 1 and 2 Standard Assessment Tests (SATs) and Foundation Stage Profile (FSP) reports, presented annually to the full governing body.

In evaluating effectiveness, a range of evidence is used including:

- attainment and progress outcomes;
- feedback from staff, the child, family members and other professionals who may be involved;
- examples of learning through written work, photographs showing activities/learning, recorded learning, transcriptions;
- anecdotal evidence relating to improved confidence, well-being, attitude, behaviour etc.

The SENCO and Assistant will work with the SBM throughout the year to review the spending of the Pupil Premium allocation. Details of the Pupil Premium budget and financial decisions will be discussed at the meetings with Governors.

5. Reporting and accountability

It will be the responsibility of the Headteacher, or a delegated member of staff, to produce an annual report for the Governors' Curriculum & Standards committee on:

- the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils
- the teacher assessment data we collect e.g. phonological assessments, spelling, reading, writing and maths data that demonstrates this
- comparative data for all non-socially disadvantaged pupils by year group
- comparative data showing our school's progress relative to other schools nationally through the modified national data supplied by the DfE (when provided),
- financial details of how the pupil premium was spent (the SBM will keep on-going records to facilitate this).

- *Section 576 of the Education Act 1996 defines 'parent' as:

- All natural parents, whether they are married or not
- Any person who, although not a natural parent, has parental responsibility for a child or young person
- Any person who, although not a natural parent, has care of a child or young person (having care of a child or young person means that the child lives with and is looked after by that person, irrespective of what their relationship is).