



St Malachy's Catholic Primary School, a Voluntary Academy, Halifax



Pupil Premium Spending Policy

Aims

At our school we have high aspirations and ambitions for all our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your thirst for knowledge and your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that all our children are given every chance to reach their full potential.

Background

Pupil Premium is an additional funding stream for schools to enable them to provide appropriate resources for pupils from deprived backgrounds. The funding allows these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children/ adopted children and children of Services Personnel as indicators of deprivation or additional need. As a result, they have provided a fixed amount of money for schools based on the number of pupils identified within each of the above categories.

Context

The Governing Body has the freedom to spend the premium, which is additional to their underlying budget, in a way they think will enable these pupils to progress equally well and achieve standards in all subjects which match those of other pupils. The targeted and strategic use of pupil premium expenditure will support us in achieving our overall vision for this.

Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium expenditure.

Building Belief

We will provide an environment where:

- staff believe in ALL children
- staff have a solution-focused approach to overcoming barriers
- staff nurture passion for learning amongst ALL children, developing growth mind-set among all

Analysing Data

The school will ensure that:

- We constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence
- Relevant staff are involved in the analysis of data so that they are fully aware of the requirements for Pupil Premium Funding

Identification of Pupils

- The Headteacher and Administrative Staff will be responsible for identifying pupils in receipt of pupil premium funding from LA alerts
- The Headteacher will ensure that Senior Leaders and Class Teachers are clear about which children are PP

- We will 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
- We recognise that not all pupils who receive free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- We recognise that under the current system of FSM for all Reception and KS1 children, some children who should be in receipt of PP funding will not be identified. We will therefore aim to keep our parents/carers informed on the criteria for applying for this funding and how to do so
- 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)

Day to Day Teaching

We will continue to ensure that teaching and learning opportunities meet the needs of all children, since our primary purpose is to ensure that quality first teaching is provided throughout the school.

- All teachers will share good practice within the school and draw on external expertise
- The school will provide high quality CPD as relevant and encourage peer support
- The senior leadership team will facilitate the improvement of assessment through joint moderation

Individualising Support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of the child and identifying their barriers to learning
- Supporting children with uniform so they do not feel self-conscious; providing breakfast or snack for those who come to school hungry so they are no longer hungry and ready to learn; providing access to workshops and visits (subsidising rather than paying the full cost, but the cost will be met if the parent/carer fails to pay) so they can access equal provision and experiences
- Aiming to accelerate progress, moving children to at least age related expectations especially in reading, writing and maths
- Tailoring interventions to the needs of the child
- Funded interventions will include pastoral support where appropriate eg attendance support, family liaison, development of social skills
- Recognising and building on children's strengths to further boost confidence

Monitoring and Evaluation

We will ensure that:

- A wide range of data and information is used – attendance and achievement data, attitudinal information, pupils' work, observations, learning walks, case studies, and staff-parent/carer-pupil voice
- Assessment and the impact of interventions is monitored regularly by SLT
- Teaching staff and support staff attend and contribute to regular pupil progress meetings
- Regular feedback is given to children and staff
- We will involve the widest possible group of appropriate stakeholders as relevant, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about pupil premium strategies and evaluating their outcomes
- We will report back to parents/carers on the impact of the PP funding on their child's progress and achievement

We recognise that the administration of PP matters requires dedicated working time and that a small amount of the funding will be allocated to this. This will be detailed in the Action Planning and Monitoring Working Document.

Provision

Type of provision	Examples
Family Engagement	<ul style="list-style-type: none">• Breakfast Club, Catholic Care worker, Learning Mentors
Attendance	<ul style="list-style-type: none">• Breakfast Club• Staff time and commitment to attendance strategies and monitoring• Learning Mentors
Engagement in Learning and widening experiences	<ul style="list-style-type: none">• Educational visits and workshops, including Y6 residential (or contribution to the overall cost)• Well-being support (Catholic Care worker)• Participation in extra- curricular activities eg, Art Club, Cooking Club, Fun & Fitness, Gardening Club
Accelerated Progress	<ul style="list-style-type: none">• Providing small group work focused on closing gaps in learning• 1-1 support from a specialist teacher or teaching assistant• Additional group teaching and learning opportunities provided by effective TAs / LMs/SLT• Additional curriculum resources (fully or partly funded through Pupil Premium)• Staff CPD
Pupils as Enablers	<ul style="list-style-type: none">• Monitor and mentor opportunities for pupils eg. Y6 buddies, play leaders
Health	<ul style="list-style-type: none">• Milk and fruit for all children

Reporting

It will be the responsibility of the Headteacher to produce pupil premium reports for the Governing Body, including the following:

- an account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils)
- an outline of the provision within school, including any changes or developments
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

This policy was formally reviewed and adopted by St Malachy's Catholic Primary in September 2018.

Chair of Governors: _____

Headteacher : _____ (Mrs A C McNally)

Reviewed:

2018 ✓

Next Review : September 2020

