



St Mary's Catholic Primary School

Policy on Disadvantaged Pupils

A Community where we live, learn and laugh together in God's love

Rationale

A clear framework designed to ensure targeted and strategic use of pupil premium provision. This will support St Mary's Catholic Primary in achieving our aim of nurturing spiritual, academic, personal, and social development so that all children can achieve their full potential.

Furthermore, specific focus is will be placed on ring fenced funding aimed to support disadvantaged pupils to aspire to achieve their highest levels of achievement and attainment possible so narrowing the gap between them and pupils from more affluent backgrounds.

Policy Statement

It is the policy of this school that all children, regardless of circumstance, are encouraged and supported to reach their potential and be well equipped to progress to the next stages of their education.

Aims

- To promote a high profile approach to meeting the needs of disadvantaged pupils.
- To ensure the best possible delivery of teaching and learning provision in all classrooms.
- To strategically analyse pupil data and information in order to help identify possible barriers to learning.
- To provide a plan of support provision based on pupil data and current relevant pupil information.
- To provide a wide range of targeted group and individual support packages designed to meet the needs of specific vulnerable pupils.
- To ensure provisions are set with clear success criteria for each actions linked to measureable outcomes.
- To raise the aspirations and broaden the experiences of pupils.
- To provide support for pupil's positive thinking through effective mentoring in order to be able to maintain high aspirations during any time of personal crisis.
- To support and promote good attendance patterns.
- To offer a rich and varied menu of educational experiences to broaden the opportunities of specific vulnerable pupils.

- To ensure regular monitoring and evaluation of support measures in order to assess impact and ensure effectiveness. This will inform future plans, provide accountability and develop best value measures.

Guidelines

Pupils identified as disadvantaged will be clearly identified to staff in order for their specific support to be provided, monitored and reviewed appropriately.

The needs of individual pupils will be analysed using a wide range of information including:

- Tracking data
- Class teacher observations and assessment information
- Outcomes from lesson observations, learning walks and book reviews
- Pupil Surveys
- SEN information
- Child protection information
- Vulnerable register information on specifically identified needs
- Behaviour log reports (CPOMS)
- Parental report comments

The range of provision will include:

Standards and effectiveness

- Effective teaching and learning provision - seen through: teacher planning, lesson observations, performance management, book reviews and learning walks
- SPIDD (SEN, Pastoral, Intervention, Disadvantaged & Data) group meetings to ensure a multi-focussed approach to the needs of individuals
- Targeted intervention for underachieving pupils through provision mapping
- Targeted 'booster' sessions aimed at encouraging greater aspirations for all learners – including gifted and talented children
- Access to specifically tailored resources matched to needs, support requirements and aspirations.

Learning Support

- Targeted structuring of support staff to best assist learners in all classes
- Access to Learning Mentors to be able to accurately assess individual needs in order to remove any barriers to learning
- Allocation of Learning Mentors to specific individuals/ groups to provide opportunities for focused feedback

Pastoral Support

- Access to Learning Mentors to raise self-esteem and promote appropriate choices in order to maximise learning opportunities
- Availability of friendship groups to promote and support personal and social development
- Provision of a Magic Breakfast club for all disadvantaged pupil to ensure a nutritious, healthy and comfortable start to each day in school

- Additional Behaviour Management strategies via Team Teach to assist staff in keeping all pupils safe

Enrichment

- Access to a full range of educational experiences and inspirations including trips, visitors and special events

After school support

- Complimentary after school provision to ensure all pupils have the appropriate support and encouragement in order to promote self-study skills
- A wide range of after school/ lunchtime clubs for enrichment - to ensure children have provision to develop their talents

Assessment and Reporting

It is the responsibility of the delegated member of SLT, to produce regular reports for Governors on:

- the progress made towards narrowing the gap for socially disadvantaged pupils
- the provisions currently in place at the school
- monitoring of the effectiveness of the provisions in order to evaluate best value
- evaluation of the impact of the provisions in terms of progress made by pupils
- future plans for provision in order to ensure continuing success

The Governors of the school will ensure 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.

Monitoring

Monitoring and review will be undertaken through staff meetings and reports to the Governors Personnel Committee.

Review Record

Date	Action	Initials
October 2016	Creation of Disadvantaged Pupil Policy.	DC
November 2017	Review of policy.	DC
October 2018	Review of policy.	DC