

Pupil Premium Policy 2023-2024

PUPIL PREMIUM



St Gerard's Catholic Primary School

"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."



SAFEGUARDING STATEMENT



“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.

Background

The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals and for pupils in care who had been continuously looked after for six months. In April 2012 this was increased to £623 at which point eligibility for the Pupil Premium was also extended to pupils who had been eligible for free school meals at any point in the last six years (known as the Ever 6 Free School Meals measure). Further increases have taken place since so that in the 2022 to 2023 financial year, schools receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

The pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers.

£1,455 for pupils in Reception to Year 6

Schools also receive **£2,530** for any pupil identified in the January 2023 school census as having left local authority care as a result of:

- Adoption
- A special guardianship order
- A child arrangements order (previously known as a residence order)
- Who has been in local authority care for 1 day or more
- Recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

Schools also receive a **£335** allocation for children whose parents are in the Services.

Policy Aims and Intention of Pupil Premium at St Gerard's Catholic Primary and Nursery School

At St Gerard's Catholic Primary and Nursery School, equality is priority. Therefore, we aim to ensure that our teaching and learning meets the needs of all pupils and enables them to reach their full potential. We are also dedicated to ensuring that pupils who belong to vulnerable groups receive the appropriate provision to meet their needs whatever their funding.

Therefore, the aim of this policy is to ensure that pupils who are entitled to PP funding receive the support they are entitled to. In doing so, targeted provision will enable PP pupils to be able to make the same achievements and have the same or similar experiences as their peers.

Accountability

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs. However, we are accountable for the use of this additional funding and in ensuring it:

- Raises the attainment of disadvantaged pupils of all abilities to reach their potential
- Supports children and young people with parents in the regular armed forces

We are aware that in order to comply with The School Information (England) (Amendment) Regulations 2016 specified information has to be published on our website including a strategy for the school's use of the pupil premium. This strategy can be found under the Statutory Information section on our school website, alongside the impact strategy from the previous academic year.

In line with the requirements, the strategy includes, for the current academic year:

- St Gerard's Catholic Primary & Nursery School pupil premium grant allocation amount
- A summary of the main barriers to educational achievement faced by eligible pupils at the school.
- How St Gerard's will spend the pupil premium grant to overcome those barriers and the reasons for that approach
- How we will measure the effect of the pupil premium
- The date of the next review of the school's pupil premium strategy

For the previous academic year, we must include:

- How we spent the pupil premium allocation
- The effect of the expenditure on eligible and other pupils

In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals cannot be identified.

Development of the Pupil Premium Policy

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Policy.

The overlap with our Equality Policy is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the current Ofsted Inspection Framework, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

How we make decisions regarding the use of the Pupil Premium Grant - What is St Gerard's Catholic Primary and Nursery School's Intent?

In making decisions on the use of the Pupil Premium Grant we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research on proven strategies which work to close the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Ensure that no child is barred from activities in school due to a family's financial status or other needs. This will be reflected in a 25% reduction for trips for those in receipt of PP.
- Encourage take up of Free School Meals (FSM) by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Updated records, including the use of the IDACI (Income Deprivation Affecting Children Index) will be shared with staff to acknowledge the level of deprivation effecting children in their care.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to close the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking national tests at the end of the year.

Underpinning these decisions will be the ethos and values of the St Gerard's as follows:

Situated in an area of significant deprivation, The Governors of St Gerard's Catholic Primary and Nursery School are mindful that children in receipt of free school meals will may make accelerated (more) progress nationally than those in more 'leafy' areas. We have considered several reasons for this and understand that for our less advantaged children to be treated with equality we need to provide resources and support above and beyond their classmates. While only a small percentage of their cohort their progress is of the highest priority. We aim to support the full range of activities that their classmates enjoy, enabling them to be full participants in the culture and wider life of their local community.

Information can be seen in our Pupil Premium Strategy (2023-24) which is posted to our school website.

In order to provide a deep, rich and interesting curriculum, including out of hours provision, we have a wide range of additional opportunities and activities for children to choose from. Some of these activities are chargeable: for example clubs run by external providers. For other activities, such as educational visits and visitors into school, we may request a voluntary contribution from parents for the activity to be financially viable.

It is against this backdrop that decisions regarding the use of Pupil Premium funding are made as follows:

- Within high-quality teaching sessions, one to one may be provided for pupils requiring accelerated progress. As other children receive tuition outside of the school day, this will not identify children.

- Extra-curricular clubs that are chargeable and activities run by private providers in school are covered in full. (For example additional music sessions which are provided beyond the school day)
- Key transitions e.g. joining Foundation Stage Support with uniform **may be** provided
- Wider participation - Some children may want to participate in clubs and activities outside school provision. Governors will consider funding all or part of the costs for these through the pupil premium for pupils entitled to the pupil premium. Possible examples include sports clubs or swimming lessons.
- Privacy - Activities and support is funded so that no other family or child is aware who is funded through school and who from their parents. For example a cashless dinner money system shows each child the same for kitchen staff and other children.

Notwithstanding this and while having full regard to social and emotional aspects of learning, Governors and staff also recognise that the best 'therapy' for children who lack the opportunities and confidence of their peers is to learn and achieve. Underpinning this is the understanding that the attainment and progress of pupil premium children is primarily the responsibility of the class teacher and is hugely dependent upon quality first teaching. The internal and external barriers the children at St Gerard's face, are reflected in our strategy under challenge points 1-6.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors, to be committed to raising standards and closing the attainment gaps for our pupils.

Building Belief at St Gerard's Catholic Primary & Nursery School

We will provide a culture where:

- staff believe that there are "no limits" to what our children can achieve
- there are "no excuses" made for under performance
- staff adopt a "solution-focused" approach to overcoming barriers
- staff support children to develop "growth" mind-sets towards learning

The Head teacher and Senior Leadership Team

The Head teacher and Assistant Headteacher (who is also the Deputy Designated Senior Person for Child Protection) are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in closing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through pupil progress meetings and appraisal arrangements, they will make sure closing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head teacher to include the following information in the annual report for Governors:

- The progress made towards closing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- 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

Pupil Premium Champion

At St Gerard's Catholic Primary & Nursery School, we have a designated PP Leader (Mr Naylor) who assesses, monitors and evaluates the impact of the interventions PP pupils receive. PP data is analysed to ensure the gap is being closed, interventions are monitored and evaluated, new initiatives are introduced and the effectiveness of the use of funding is checked. It is then the responsibility of the class teachers to ensure that the agreed interventions and initiatives are having an impact and that, if any issues arise, the PP Leader is informed. These actions will aid in closing the gap between PP pupils and their peers and ensure that the funding is being spent as effectively as possible.

Teaching and Support Staff will:

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive, plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- keep up to date with teaching strategies and research, which have proven track record in closing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and close the gaps.

Pastoral – Family Support Worker

In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis. Our Family Support Worker will support children in receipt of Pupil Premium if and when required.

Governing body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for closing the gaps is implemented. Mrs Val Cordy, governor with link role for Pupil Premium, is responsible for ensuring the implementation of this policy.

Our governing body will, at least termly, keep our work in closing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

Monitoring and Reviewing the Policy (Impact)

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake ongoing evaluations of the strategies we are using, such as that outlined in The DIY Evaluation Guide provided by the Education Endowment Foundation.

Communicating the Policy

For best use to be made of additional support, families need to be aware of their rights and entitlement. The headteacher communicates the Pupil Premium and eligibility of children to parents and carers. This is done through this policy (made available on the school website) and supplemented by newsletters and, wherever possible, individual letters to those parents entitled.

Appeals

Any appeals against this policy will be through the Governors' complaints procedure.

Agreed: April 2023

Review: September 2023 (or before if required)