

## **St Andrew's Catholic Primary School Pupil Premium Policy 2018.2019**

At St Andrew's Catholic Primary School, the Governing Body and all Staff are committed to the belief that every child should be entitled to access any support and intervention that we can offer in order that they achieve their potential.

The Pupil Premium is additional government funding allocated to our school to support children from low income families to do well at school and to ensure they benefit from the same opportunities as children from higher income families.

Across the country there has been a pattern of children entitled to free school meals who are not achieving as well as children whose families have a higher income. This is the gap we have to close and raise the attainment of disadvantaged pupils so that they achieve as well as their peers.

The funding is allocated to us according to the number of children from Reception through to Year Six who:

- have been registered as eligible for free school meals at any point in the last six years
- have been in care or looked after for six months or longer
- have parents in the Armed Forces

### **Number of Pupils and Pupil Premium Grant Received**

Total number of pupils on roll: 236

Total number of pupils eligible for Pupil Premium Grant: 29

Amount of Pupil Premium Grant received per pupil: £1320

Total amount of Pupil Premium Grant received: £38,280

### **Objectives of Pupil Premium expenditure**

- To improve progress of FSM children at every Key Stage – EYFS, KS1 and KS2.
- To increase percentages of children working at or above age related levels in each year group as compared to national expectations for FSM and non-FSM pupils.
- To improve the proportion of higher ability FSM pupils making better than expected progress.
- To close gaps in attainment in some year groups between those in receipt of FSM and those non-FSM pupils - both school and national data.
- To improve attendance rates for FSM pupils
- To engage parents of FSM pupils in their children's learning.
- To inspire FSM children to become self-motivated and active participants in their own learning, embedding these values to ensure they can become lifelong learners.

### **Key Principles**

In order to achieve the above objectives we need to ensure that:

- Our staff believe and expect the same achievement of ALL children
- Our staff adopt a "solution based approach" to overcome barriers for all children but especially children from vulnerable groups – including FSM pupils.

- All staff are involved in the analysis of data so that they are fully aware of their own pupils' progress as well as strengths and weaknesses across the school.
- The Head and SLT use research from the Sutton Trust Report to support the school in determining the most effective strategies for securing optimum FSM pupils' progress.
- All staff are aware of who the FSM and vulnerable children in their class are.
- All staff ensure that FSM children's needs are considered individually to determine what support they need to perform even better.
- All children, including those FSM pupils, receive at least good teaching and are set high expectations.
- Teachers and support staff ensure consistent implementation of agreed whole school strategies, such as targeted marking and pupil feedback, intervention programmes and guided reading.

### **Intervention and support**

Additional support will be provided through a range of strategies:

- Improving attendance and punctuality
- Providing earlier intervention (EYFS and KS1)
- Small group and one-to-one teaching where appropriate
- Improved communication and relationship between school and hard-to-reach families
- Involvement of outside agencies who can offer support to disadvantaged families
- Subsidising school trips/ music tuition and other enrichment activities so that all children can participate

### **Evidence:**

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment data will be collected half-termly so that the impact of interventions can be monitored regularly.
- Staff are used to moderating in consultation with other staff and following recent LA moderation checks, we believe our moderation is accurate.
- Pupil progress meetings are held each term so that pupil progress can be checked and regular feedback is given to the children and parents.
- Interventions are monitored and adapted or changed if they are not proving effective..
- A designated member of the staff and Governing body maintain an overview of PP provision and its effectiveness.
- SLT, Governing body and Head Teacher are informed regularly about PP provision and progress.

- RAISE Online, EYFS profiles, KS1, KS2 and whole school data is used to evaluate the impact in terms of attainment and progress.