

**Great Crosby Catholic Primary School**  
'...that they may have life and have it to the full.'

# Pupil Premium Policy



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At Great Crosby Catholic Primary School we believe that all pupils should fulfil their potential and benefit from engaging, challenging and enjoyable learning experiences, whatever their background or circumstances. It is our mission that all children should '...that they have life and have it to the full.' Every child in our school is unique, and therefore we need to make sure that all our activities reach out to each and every one of them.

### Aims :

The targeted and strategic use of pupil premium will support us in achieving our vision for all disadvantaged pupils, which is to close the attainment gap between them and their peers and to maximise each child's individual potential.

### Principles:

- We ensure that through quality first teaching learning opportunities meet the needs of all of the pupils.
- We 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil, or groups of pupils, the school has legitimately identified as being socially disadvantaged. The greater proportion of any group, supported through Pupil Premium funding, will be made up of disadvantaged pupils.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.
- Due to the continual nature of the teaching, assessment and learning cycle, not all pupils receiving free school meals will be in receipt of pupil premium interventions at all times but will experience QFT at all times.

Pupils premium funding will also be allocated to looked after pupils and previously looked after and those who are the children of members of the armed forces.

### Provision:

The range of provision the Leadership Team alongside the Intervention Manager and Governing Body will consider making for this group could include:

- Individual plans the support or each individual
- Providing 1:1 support with an experienced teacher focussed on overcoming gaps in learning in mathematics
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning.
- Additional teaching and learning opportunities provided by trained Teaching Assistants or external agencies, including the funding of training to support these opportunities.
- Resources to meet the need of particular individuals or groups of pupils.
- Memorable opportunities created for pupils.

- Developing parental engagement including the support given by our Parent Support Officer.
- Cultural enrichment.
- Emotional support provided by staff including access to the school's Learning Mentor

All our work through the Pupil Premium will be aimed at accelerating progress, moving disadvantaged pupils to at least age related expectations and matching the attainment of their peers.

Pupil Premium resources may also be used to target able pupils on Free School Meals to achieve a higher score or greater depth at the end of Key Stage 1 and Key Stage 2. For those children who are at expected level we will seek to ensure they are fulfilling their maximum potential and offering ways to make this a reality.

The Leadership Team and Intervention Manager will seek to engage with teaching staff and parents/carers to tailor the provision offered to meet the needs of individual pupils.

How we will make decisions regarding the use of the Pupil Premium In making decisions on the use of the Pupil Premium we will:

- Ensure that the Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use the latest evidence based research and the Education Endowment Fund papers to ensure we are using proven strategies that work to narrow the attainment gap 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 members of our school community and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage the take up of Free School Meals 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 Free School Meals. In doing so we recognise the vital role that parents and carers play in the lives of their pupils.
- Ensure that there is robust monitoring and evaluation in place to account for the use of the Pupil Premium by the school and Governing Body.

### Reporting

It will be the responsibility of the Headteacher, or a delegated member of staff, to include the following information in the annual data report for the Governors: the progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

- an outline of the provision that was made since the last annual report.

At the end of the academic year, the Governors of the school will ensure that 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. This statement will be published on our school website. This task will be carried out within the requirements published by the Department for Education.

### Evaluation and Success Criteria:

The evaluation of this policy is based on how effectively the school can 'close the gap' between socially disadvantaged pupils and their peers.

The success criteria for the implementation of Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged pupils.
- The vast majority of socially disadvantaged children will meet their individual targets.
- Effective parental- pupil school support.
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach.
- Creating a positive school atmosphere in which pupils' differences are recognised and valued as full members of the school community
- Developing confident and independent learners.
- Parents are engaged and involved in their children's learning.

Links to other policies and documentation

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters. There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and School Council.

This policy should be read in conjunction with the Pupil Premium Plan published on the school website.

#### Monitoring and reviewing the policy

Our work in relation to the Pupil Premium will be reviewed on a termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well.

Our Pupil Premium Action Plan will be reviewed on an annual basis and any necessary policy changes will be made thereafter, taking into consideration any changes to the funding that is made available under the Pupil Premium Grant.