



PUPIL PREMIUM POLICY

Reviewed: 20th March 2024
Next Review: Spring 2027

Our Mission Statement

To provide an environment that nurtures all towards the fullness of life that comes from God and a curriculum that expands our children's horizons; a place where all can realize their potential – intellectual, spiritual, moral, physical and emotional; and where our children are prepared to take their places as effective, caring and respectful global citizens.

Our Ethos

To value and appreciate everyone.
To try our best at everything.

Saint Mary's Catholic Primary School Swanage

In reviewing this policy and making decisions regarding Pupil Premium due consideration has been given to equality legislation.

Aims

At St Mary's we have high aspirations and ambitions for 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 passion and thirst for knowledge, your dedication and commitment to learning that make the difference between success and failure. We are determined to ensure that our children are given every chance to realise their full potential. Pupil Premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. At St Mary's we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'keep up not catch up'.

Context

When making decisions about using the Pupil Premium Funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Key Principles

By following the key principles below we believe we can maximise the impact of our Pupil Premium spending.

Building Belief

We will provide a culture where:

- Staff believe in ALL children
- There are no excuses made for underperformance
- Staff adopt a solution focused approach to overcoming barriers
- Staff support children to develop positive attitudes, resilience and enthusiasm towards learning.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research to support us in determining the strategies that will be most effective.

Identification of Pupils

We will ensure that:

- ALL teaching staff are involved in the analysis of data and targeting for appropriate interventions
- ALL staff are aware of who Pupil Premium and vulnerable children are
- 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)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

Increasing Learning Time

We will maximise the time children have to keep up not catch up through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)

Individualising Support

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

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Matching the skill of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise, eg, Dorset Reading Partners, specialist 1-1 teachers
- Tailoring interventions to the needs of the child (eg, Scooping in Maths and English to make sure pupils keep up not catch up, Write Way Together, 1:1 targeted interventions with specialist teachers, ELSA)
- Recognising and building on children's strengths to further boost confidence

Going the Extra Mile

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.

Financial Support

We will ensure that disadvantaged pupils do not miss out on opportunities in the school due to financial constraints. Parents of disadvantaged pupils can apply for the following financial support:

- Free mini bus travel to school for those pupils who live out of the school catchment area or for whom getting to school punctually is an issue.
- Free in-school music lessons for 1 instrument
- Assistance to the level of 50% for all school trips
- £35 every 2 years to be spent on school uniform

Parents that are struggling to fulfil any financial demands made by the school are encouraged to speak with the Senior Leadership Team to discuss how the school can support them further.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies can be used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of Pupil Premium spending
- A governor is given responsibility for Pupil Premium.

Reporting

When reporting about Pupil Premium Funding we will include:

- Information about the context of the school
- Objectives for the year
 - Reasons for decision making
 - Analysis of data
 - Use of research
- Nature of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and communities
- An overview of spending
 - Total Pupil Premium Funding received
 - Total Pupil Premium Funding spent and what it has been spent on
 - Total Pupil Premium Funding remaining
- A summary of the impact of Pupil Premium Funding
 - Performance of disadvantaged pupils (compared to non-pupil premium children)
 - Other evidence of impact, eg OfSTED, Accreditations
 - Case studies (pastoral support, individualised interventions)
 - Implications for Pupil Premium spending the following year

The governing body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium Funding has been used to address the issue of closing the gap for pupils eligible for Pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.