



# St Joseph's Catholic Primary School

## PUPIL PREMIUM POLICY

### **Mission Statement:**

Let it be known to all who enter here that Christ is the reason for this school, the unseen but ever present teacher in all its classes, the model for its children, the inspiration for its staff.

### **Love and Learn in the Footsteps of Christ!**

#### **1 Introduction**

Pupil Premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

- 1.1** This school provides a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning that meets the specific needs of all disadvantaged pupils. When planning, teachers set suitable learning challenges and respond to pupils' diverse learning needs.
- 1.2** Teachers close the attainment gap by supporting individuals or groups of disadvantaged pupils and thus enable them to participate effectively in curriculum and assessment activities.

#### **2 Aims and objectives**

##### **2.1** The aims of this policy are:

to raise the attainment of disadvantaged pupils and close the gap between them and their peers;  
 to create an environment that meets the needs of each pupil;  
 to ensure that the needs of pupils are identified, assessed and provided for;  
 to identify the roles and responsibilities of staff in providing for disadvantaged pupils;  
 to enable all pupils, to have full access to all elements of the school curriculum.

#### **3 Educational Provision**

**3.1** Through appropriate curricular provision, we respect the fact that pupils: require different strategies for learning;  
 need a range of different teaching approaches and experiences.

**3.2** Teachers respond to pupils' needs by:  
 providing support for pupils who need help with communication, language and literacy;



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planning to develop pupils' understanding through the use of all available senses and experiences;  
 planning for pupils' full participation in learning and in physical and practical activities;  
 helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

**3.3** The provision for pupils may include:

- **Achievement and standards work:** additional class based or intervention activities will be used to accelerate progress for targeted groups or individuals, alongside tracking systems to monitor pupil progress;  
 additional teaching and learning opportunities provided through trained TAs or external agencies;  
 Pupil Premium resources may also be used to target able pupils on Free School Meals to achieve Levels 3 or 5 or 6.
- **Pastoral work** with a Play Therapist supporting pupils with emotional or socially related issues which inhibit learning, impact on self-esteem or mental health.
- **Extra-Curricular and enrichment activities** to ensure that pupils are given the opportunity to develop a range of talents including sport and creativity, also improving self-confidence and motivation for learning.

## 4 Pupil Premium

**4.1** In our school the Pupil Premium Co-ordinator (PPC):  
 manages the day-to-day operation of the policy;  
 co-ordinates the provision for and manages the responses to pupils in receipt of Pupil Premium;  
 supports and advises colleagues;  
 maintains the school's Pupil Premium register;  
 tracks, monitors and analyses the attainment of pupils in receipt of Pupil Premium;  
 establishes intervention and support for pupils in receipt of Pupil Premium;  
 acts as the link with parents;  
 maintains resources and a range of teaching materials to enable appropriate provision to be made;  
 acts as link with external agencies and other support agencies;  
 monitors and evaluates the Pupil Premium provision and reports to the Governing Body;  
 manages a range of resources, human and material, linked to pupils in receipt of Pupil Premium.

## 5 The role of the Governing Body

**5.1** The Governing Body does its best to secure the necessary provision for any Pupil Premium child. The Governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LEA and other schools, when appropriate, and the Head Teacher reports



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annually to parents on the success of the Pupil Premium funding which is published on the school's website.

**5.2** The Governing Body has decided that pupils that are deemed as Pupil Premium will be admitted to the school in line with the school's agreed Admissions Policy.

**5.3** The nominated Pupil Premium Governor is:  
**Mr Peter Graham**

## **6 Allocation of resources**

**6.1** The Pupil Premium Co-ordinator is **Mrs Linda Payne** and she is responsible for the operational management of the specified and agreed resourcing for provision within the school, including the provision for pupils deemed as Pupil Premium.

**6.2** The Head teacher informs the Governing Body of how the funding allocated to support Pupil Premium pupils has been employed.

**6.3** The Head Teacher and the Pupil Premium Governor meet annually to agree on how to use funds directly related to Pupil Premium. The Head Teacher draws up the resources bid when the school is planning for the next school improvement plan.



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## 7 Assessment

- 7.1 The Class Teacher and the Pupil Premium Co-ordinator assess and monitor the pupils' progress in line with existing school practices.
- 7.3 The Class Teacher works closely with parents and teachers to plan an appropriate programme of intervention and support.

## 8 Access to the curriculum

- 8.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to progress rapidly.
- 8.2 Teachers use a range of strategies to meet pupils' needs. Lessons have clear learning objectives; differentiated work appropriately? and the school uses assessment to inform the next stage of learning.
- 8.3 We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation. There are times though when, to maximise learning, the pupils may work in small groups or in a one-to-one situation outside the classroom.

## 9 Partnership with parents

- 9.1 The School Website contains details of our Pupil Premium Policy and the arrangements made for these pupils in our school. The Head Teacher reports annually on the impact of the funding in terms of the progress made by the pupils receiving a particular provision. A named governor evaluates the impact of Pupil Premium.
- 9.2 The school take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their pupil's education.

## 10 Monitoring and evaluation

- 10.1 The Pupil Premium Co-ordinator monitors the progress of pupils within the school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 10.2 The Pupil Premium Co-ordinator holds regular meetings with the Class Teachers to review the work of the school in this area. The Pupil



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Premium Co-ordinator and the Named Governor with responsibility for Pupil Premium also hold annual meetings.

**10.3.1** The Governing Body reviews this Policy annually and considers any amendments in light of the annual review findings by staff.

## **Disability Equality Scheme**

This Policy supports the school's Disability Equality Scheme and it is available in a range of different formats, for disabled parents and the wider public.

**Signed: Linda Payne & Adrian Ramsden**

**Date: February 2015**

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