



# Pupil Premium Policy

## **MISSION STATEMENT**

Our Parish School of Our Lady of Lourdes  
welcomes everyone in the community,  
to share with us the joys of our Catholic Faith.  
We worship, learn and play together in the love of Jesus,  
helping one another to become the people  
God has created us to be.

### **Aims**

At Our Lady of Lourdes we are determined to ensure that all our children are given every chance to realise their full potential. This policy outlines how we will ensure the Pupil Premium funding we receive is spent to maximum effect.

### **Background**

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

The school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

### **Context**

When making decisions about using 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 that there are “no limits” to what our children can achieve
- there are “no excuses” made for underperformance
- staff adopt a “solution-focused” approach to overcoming barriers
- staff support children to develop “growth” mindsets towards learning

## **Analysing Data**

We will ensure that:

- All teaching 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 identification of pupils
- 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....”

## **Improving Day to Day Teaching**

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by:

- Setting high expectations
- Address any within-school variance
- Ensure consistent implementation of school policies (e.g. Marking, Teaching and Learning, etc)
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through school-based and external moderation

## **Increasing learning time**

We will maximise the time children have to make progress 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 barriers to

learning

- Ensuring that support staff and class teachers communicate regularly
- Ensuring that we provide high quality interventions across the school
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies, where appropriate, to bring in additional expertise and to provide out of school learning opportunities
- Identifying and providing relevant support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence

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.

### **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 frequently 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 are used to evaluate the impact of pupil premium funding
- 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
  - o reasons for decision making
  - o analysis of data
  - o use of research
- nature of support and allocation
  - o Learning in the curriculum
  - o Social, emotional and behavioural issues
  - o Enrichment beyond the curriculum
  - o Families and community
- an overview of spending
  - o Total PPG (pupil premium grant) received
  - o Total PPG spent

- o Total PPG remaining
- a summary of the impact of PPG
  - o Performance of disadvantaged pupils (compared to non-pupil premium children)
  - o Other evidence of impact e.g. Ofsted, Accreditations
  - o Case studies
  - o Implications for pupil premium spending the following year

The Governing Body will consider the information provided to ensure that pupil premium funding is used to achieve maximum impact for our children.

### Acknowledgements

Pakeman Primary School

St Maria Goretti Catholic Academy