



## **Saint Bernadette's Catholic Primary Voluntary Academy**

### **Pupil Premium Policy**

#### **Ethos**

At Saint Bernadette's Catholic Primary Voluntary Academy, we believe that every child is a unique gift from God. All staff are committed to meeting the pastoral, social and academic needs within a caring catholic environment. We believe that all of our children should be given every chance to realise their full potential.

#### **Background**

The Pupil Premium is a government initiative that provides additional funding to target pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. Pupil Premium is provided to enable these pupils to be supported to reach their potential. This funding allocated to schools on the basis of the number of students who have been eligible for free school meals (FSM) at any point over the last 6 years, known as 'Ever 6 FSM'. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel. The Department for Education (DfE) has given schools and academies the freedom to use the Pupil Premium as they see fit, based upon their knowledge of pupil needs.

*'It is for schools to decide how the Pupil Premium, allocated to school per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility.'*

However, each school or academy is accountable for the use of this additional funding. At Saint Bernadette's, we will be using the indicator of those eligible for FSM as well as identified vulnerable groups (for example, those whose families are supported by social care) as our target children to 'close the gap' regarding attainment.

#### **Purpose of the Pupil Premium Policy**

The purpose of this policy is to outline how we will ensure that the Pupil Premium Grant allocated to the academy has an impact on closing the attainment gaps which can exist between disadvantaged pupils and their peers. As an academy in receipt of Pupil Premium funding, we are accountable for how we use this additional resource to close the achievement gaps of pupils. Information on how we use this funding, details of how the allocation was spent and the outcomes of this expenditure form part of our Pupil Premium Strategy which is published on the academy website.

## **How decisions are made regarding the use of Pupil Premium funding**

In making decisions on the use of the Pupil Premium Grant, we will:

- Ensure that Pupil Premium funding allocated to our academy is used solely for its intended purpose.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the academy and the Governing Body.
- Use high quality teaching and learning as the preferred way to close the gaps in attainment in the first instance.
- Use high quality interventions with evidence of impact to assist our students who need additional support.

## **Identification of pupils**

We will ensure that:

- All teaching staff and support 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, regardless of ability (ie not just those who are underperforming).
- Underachievement at all levels is targeted, not just lower attaining pupils.

## **Provision**

Pupil Premium funding will be used in different ways, in order to meet the diverse needs of our pupils. We will arrange provision for pupils from vulnerable groups and those who may be disadvantaged. We recognise that not all children who receive FSM are disadvantaged and also understand that not all children who are disadvantaged have free school meals. It may be the case that not all children receiving FSM will receive interventions and support funded by Pupil Premium at any one time.

The range of provision has included:

- Intervention support: small group and one-to-one tuition in Phonics, Reading, Writing and Mathematics
- Emotional support from our Nurture Lead.
- Teaching assistant time within the classroom, for withdrawn groups/individuals.
- Extra-curricular enrichment eg after school clubs and breakfast clubs, visits and trips.
- Focused and specific mentoring.
- Specific support materials and resources for individuals eg TA support for children with specific problems, EAL support.

Additional funding has also been used to support pupils in the academy.

## **Impact of Covid-19**

Lockdown records were kept by each class teacher of Pupil Premium pupils' attendance at school and/or engagement in home learning (Lent Term 2021 onwards). Regular contact was made with parents and documented on this record, together with details of any further support or help required.

Research has shown that some of the most disadvantaged pupils were most impacted by the effects of Covid-19. Whilst all pupils were included in some way in our Recovery Premium Strategy, Pupil Premium pupils were considered a priority for interventions and catch-up initiatives. This support has continued, to ensure that any loss of learning has not impacted on Pupil Premium pupils in the long term.

## **Monitoring and Evaluation**

Our work in relation to the Pupil Premium will be reviewed on at least a termly basis to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular actions and approaches are not working well, rather than leaving it to the end of the year. The Pupil Premium Leader and Assessment Leader oversee the monitoring of progress made by children who are receiving Pupil Premium funding. Provision mapping has been introduced as another way of monitoring the impact of interventions and support. The Pupil Premium Leader and the SEND Leader meet with class teachers during Pupil Progress Meetings to review and discuss progress of pupils, and provision maps and interventions are reviewed ready for the following term.

## **Leadership**

We expect all members of our school community, particularly staff and Governing Body to be committed to raising standards and closing the attainment gaps for our pupils.

## **The role of the teacher**

- To maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- To promote an inclusive and collaborative ethos in their classrooms which enable students from disadvantaged backgrounds to thrive.
- To plan and deliver lessons to a high standard and support the acceleration of progress in learning, so that gaps can be closed and improvements maintained.
- To ensure the use of differentiated planning and teaching, especially for those who find aspects of learning difficult or those who may need further challenge.
- To keep up-to-date with teaching strategies and research, which have a proven track record in closing the gaps in attainment.

## **The role of the Pupil Premium Leader**

- To oversee the implementation of the Pupil Premium policy.
- To ensure that staff members are aware of their responsibilities in closing the gaps of all pupils.
- To ensure staff members are given the appropriate support and arrange any relevant training.
- To monitor the pupil progress of disadvantaged children throughout the academy.
- To monitor the effectiveness of Pupil Premium funding.

### The role of the Head teacher

- To work with the Pupil Premium Leader, Interventions Leader and the Senior Leadership Team (SLT) to ensure funding is being directed at the right pupils, in the most effective way.
- To give regular updates to the Governing Body, as well as detailed information regarding the use and effectiveness of Pupil Premium funding in the annual report for the Governors.

### Equal Opportunities Statement

Teaching and learning in our academy ensures that all children have appropriate opportunities to develop their own ideas and work regardless of ability, religion, social or cultural background and physical or emotional needs.

In relation to Pupil Premium pupils, we ensure that they have access to all aspects of the curriculum and school life.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in closing the gaps.

We will ensure that a wide range of data is used to evaluate the effectiveness of the Pupil Premium funding, such as: achievement data, pupils' work, observations, learning walks, attendance information and pupil voice.

E McIlvaney January 2024