



St. Luke's Catholic Primary School

Pupil Premium Policy 2019

Academic Year	Designated Senior Person	SEND Lead	Nominated Governor	Chair of Governors
2014-17	E.Murtagh	M.Grealis	M.Rylands	P.Stitt
2018-19	E.Murtagh	M.Grealis	D.McGrath	P.Stitt
2019-20	E.Murtagh	M.Grealis	D.McGrath	P.Stitt

Policy Review Dates

Review Date	Changes made	By whom	Date shared with staff
January 2017	General Review	M.Grealis	
September 2018	General Review	M.Grealis	
April 2019	General Review	M.Grealis	

Rationale

The Pupil Premium was introduced in April 2011, and paid to local authorities by means of a specific grant based on January 2011 school census figures for children from low income families who are currently known to be eligible for FSM in FS2 to Year 6 and children who have been looked after continuously for more than six months. For looked after children, the Pupil Premium was calculated using the Children looked after data returns (SSDA903). The Government decided that eligibility for the Pupil Premium in 2012-13 would be extended to children who have been eligible for FSM at any point in the last 6 years.

The level of the premium for 2019/20 is £1320. The level of the premium for Looked after children is £2300. A £300 premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding and it will be used to address any underlying inequalities between children eligible for free school meals (FSM) and children who have been looked after continuously for more than six months and others by ensuring that funding reaches the pupils who need it most.

Schools are free to spend the Pupil Premium as they see fit. However, they will be held accountable for how they have used the additional funding to support children from low income families. Schools are also required to publish online information about how they have used the premium.

Principles

- We accept responsibility for vulnerable groups of pupils and are committed to meeting their pastoral, social and academic needs within a caring environment
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups
- Inclusion is at the centre of our classroom practice. All staff provide a safe, secure and accessible learning environment, where each child is valued and their individualities celebrated.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM). We reserve the right to allocate the Pupil Premium funding to any pupils the school has legitimately identified as being socially disadvantaged.
- We will provide a range of support and interventions based upon the needs of the pupil premium pupils after a needs analysis
- We report the allocation of funding and resources used to 'diminish the difference' to the governors and wider school community and publish it on the school website.

Provision

The range of provision for this group of pupils **could** include:

1. **Achievement and standards** work including additional class based support or specific intervention work to accelerate progress
2. **Learning support** to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified SEND
3. **Pastoral work** which undertakes to raise self-esteem, extend their personal skill set and support pupils to make appropriate choices in order to maximise learning opportunities.
4. **Effective feedback** provided on a 1:1 basis for identified pupils.
5. **Out of hours and enrichment** to ensure that children are given a full opportunity to develop other talents to also improve confidence and motivation for school.
6. **Attendance** at morning club to ensure that pupils are in school, on time and prepared to access learning.

Roles and Responsibilities

Governing Body

- The governing body will approve, understand and be involved in the school's strategy for deploying pupil premium.
- The governing body will hold senior leaders to account for implementing the school's strategy and for evaluating its impact on the achievement of targeted pupils.

Head Teacher and SLT

- The Headteacher, Deputy Headteacher and SENCo retain overall responsibility for leading the pupil premium strategy.
- The impact of the support provided is judged by the progress made by all the children who are entitled to support through the PPG and will be monitored termly by the SLT.
- The SENCo will monitor and track the progress of this group of children.

All staff including subject leaders

- All staff are expected to have an in-depth knowledge of all the pupils they teach and support, especially pupils with disabilities and special needs and those who qualify for additional funding through the PPG.
- Class and subject leaders are responsible for the progress made by all pupils.

Reporting

It will be the responsibility of the Pupil Premium Lead to produce regular updates for the governor with responsibility for Pupil Premium, to ensure that funds have been used appropriately.

- Annual spending plan for pupil premium published on the school website
- Data analysis of pupil progress and attainment
- Case studies as part of report to governors

The Governors of the school will ensure that there is an annual statement, carried out by the Pupil Premium Lead, within the requirements published by the Department for Education. A summary of analysis for the previous academic year will be posted to the school website early in the Autumn term each year.

Evaluating Impact

The implementation of the school's strategy will be monitored and evaluated against the following criteria:

Short Term

- The school will have an effective strategy for supporting pupil premium and there will be strong commitment to this strategy by all stakeholders.

Medium Term

- As a result of an effective CPD programme, the skills and expertise of all staff are being enhanced
- Evaluation through scrutiny of pupils' work and observations show that a higher proportion of teaching and learning strategies are producing faster progress for all pupils.
- Discussions with pupils and surveys will provide evidence of increased confidence and aspirations, greater involvement in learning and better understanding of how to achieve targets.

Long Term

Successive cohorts will meet their targets and this will result in narrowing the gap between pupils benefitting from pupil premium funding and their peers:

- The progress gap- socially disadvantaged pupils will make accelerated progress in comparison with other pupils.
- The attainment gap- accelerated progress will result in closing the gap in grades/levels.

April 2019

M.Grealis PPG Lead September 2019