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| Approved: | September 2024 |
| Review Date: | September 2025 |

Pupil Premium

**ST JOHN BOSCO CATHOLIC ACADEMY**

**POLICY  
DOCUMENT**

# Introduction

The Pupil Premium is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for Free School Meals, or have been recorded as eligible in the past 6 years (known as ‘Ever 6 FSM’); children looked after by local authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children). The grant also includes additional funding for pupils who have parents serving in the armed forces (known as service pupil premium). The Pupil Premium is additional to main school funding and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

# Aims

* To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces
* To reduce the gap in the achievement of eligible pupils and their peers
* To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
* To promote progression of eligible pupils into Further/ Higher Education
* To promote the development of personal and social skills in eligible pupils
* To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an evaluation of the previous year’s spending.

# Legislation and Guidance

This policy is based on the ‘Pupil Premium: allocations and conditions of grant 2023-2024’ document, published by the Education and Skills Funding Agency. It is also based upon the overview published by the Department for Education (DfE); the ‘Using pupil premium: guidance for school leaders’ document (February 2024) and the ‘Service Pupil Premium’ guidance.

# Decisions around the use of the Pupil Premium Grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

* Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
* Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
* 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 in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
* Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of ‘low ability’ because of their social circumstances.
* Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Body (LGB).
* Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
* Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
* Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
* Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools will publish their strategy statement on the school’s use of the Pupil Premium in each academic year on their school website, in line with the DfE’s guidance for school leaders on using the Pupil Premium and using the templates provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE’s ‘menu of approaches (Appendix 1)’ and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF’s pupil premium guide. The DfE states a school’s activities must be those that:

* Support high quality of teaching, for example through staff professional development of English and Maths;
* Provide targeted academic support, such as tutoring; and
* Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Trust school Pupil Premium strategy statements are available on individual school websites.

# Pupil Premium First Strategy

Our Trust strategy of PP First offers a simple way that all staff within schools can ensure our Pupil Premium pupils receive immediate intervention and support.

Examples of how this strategy Is applied are:

* Ensuring PP children have understood the task
* Allowing PP children to respond to questioning first
* Marking PP childrens books first
* Offering extra-curricular activites to PP children first
* Chasing absence for PP children first

# RADY (Raising the Attainment of Disadvantaged Youngsters)

All of our schools from September 2024 will be part of the RADY approach.

Our curriculum vision is that we are inclusive and ambitious for ALL our pupils. This means that we want to eradicate unintentionally lower expectations of our disadvantaged pupils. We do this by working with RADY to ensure that the average of the pupil-level targets for disadvantaged children is the same as the average for other children.

In other words, our targets for disadvantaged children are such that the average targets for the two groups are the same. These high aspirations, when coupled with high-quality equitable teaching, targeted academic support and a range of wider strategies, ensures that we are driven to closing the attainment gap for our disadvantaged pupils.

Our aim is to eradicate educational disadvantaged by ‘levelling the playing field’ for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers, to enable each of them to pursue a successful future.

Our strategy is underpinned by the following:

1. Attainment gap of PP pupils is closed.
2. PP pupils’ lives are enriched.
3. PP pupils’ attendance is in line with non-PP attendance.
4. PP behaviour data is in line with non-PP data.

We commit to (departmental / subject):

* Ensuring that we are aware of the gap between disadvantaged and their non-disadvantaged peers with the department / subject or area of the school
* Ensuring that we know who the disadvantaged are.
* Ensuring that as many disadvantaged pupils partake in any department-related activities which contribute to cultural capita, e.g. school trips, extra-curricular and monitor attendance.
* Oversee the progress of disadvantaged pupils in all classes and monitor progress
* Implement timely and effective intervention to close any identified gaps
* Make every effort to identify the barriers to learning of the disadvantaged pupils
* Have disadvantaged pupils (RADY) as a standing item at every meeting
* Keep up to date information of interventions and evidence of effectiveness of strategies employed
* Develop two case studies per term for disadvantaged pupils which will include pupil voice and reviews

We commit to (teachers and support staff):

* Identify underperformance and implement interventions to address any barriers that may limit the progress of disadvantaged pupils
* Make every effort to have ongoing dialogue with the parents/ carers of disadvantaged pupils to promote engagement and progress
* Focus on Quality First Teaching, including school and trust teaching and learning strategies such as seating plans, questioning and feedback to bring equality
* Have resources in place to promote academic recovery following any period of pupil absence
* Incorporate any other appropriate strategies that will lead to closing the disadvantaged gap.

# Roles and responsibilities

## The Trust Board

The Trust Board has overall responsibility for approving this policy and reviewing its effectiveness.

The Trust Board will ensure that Pupil Premium revies are undertaken at least bi-annually.

## The Local Governing Body (LGB)

The LGB is responsible for:

* Holding the Principal to account for the implementation of this policy and the Pupil Premium strategy.
* Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
* Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school’s use of the funding.
* Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
* Challenging the Principal to use the Pupil Premium in the most effective way.
* Setting the school’s ethos and values around supporting disadvantaged members of the school community.
* Monitor progress towards Pupil Premium review action plans.

## Principal and senior leadership team

The Principal and senior leadership team are responsible for:

* Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
* Promoting a sense of belonging and building positive relationships.
* Encouraging aspiration of all pupils, including those who are disadvantaged.
* Planning a curriculum which enhances the lives of disadvantaged pupils.
* Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
* Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
* Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school’s use of the funding.
* Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
* Publishing the Pupil Premium strategy statement on the school’s use of the pupil premium in each academic year on the school website, in line with the DfE’s guidance on using the Pupil Premium and using the templates on the DfE website.
* Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.
* Develop action plans, monitor and evaluate impact from external reviews.

## Other school staff

All school staff are responsible for:

* Implementing this policy on a day-to-day basis.
* Setting high expectations for all pupils, including those eligible for the Pupil Premium.
* Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
* Sharing insights into effective practice with other school staff.

# Monitoring and reviewing the policy

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective. Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

# Link with other policies

This policy is linked to:

* The Teaching and Learning Policy of each Trust school
* Special Educational Needs and Disabilities (SEND) Policy
* Equality Policy

**Appendix 1**

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**Appendix 2**

# Pupil premium strategy statement – St. Mary's Catholic Primary school

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 236 |
| Proportion (%) of pupil premium eligible pupils | 22.4% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)** | 2024/25 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by |  |
| Pupil premium lead | Amy Pritchard |
| Governor / Trustee lead | Mike Moran |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £66,058 |
| Recovery premium funding allocation this academic year  *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.* |  |
| Pupil premium funding carried forward from previous years *(enter £0 if not applicable)* | £0 |
| **Total budget for this academic year**  *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £1,612,530 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At St Mary’s it is our intention to provide an educational experience that provides excellent academic, social, cultural and moral education. In keeping with the finest traditions of Catholic education, our ultimate goal is that no child is left behind socially, or academically, because of disadvantage.  Our aim is that all pupils, regardless of background reach their full potential, attaining well and achieving good outcomes. We want them to value their education by ensuring they come to school, drive their desire to learn and do well regardless of their background. This includes challenging our high attainers and supporting those who have additional needs to do their very best. We also strive to engage families in education and support them in having high aspirations for their children. We will consider the challenges faced by vulnerable pupils at our school, such as those who have a social worker or are young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  The key principles of our strategy plan are to:   * Ensure that more able disadvantaged pupils are supported to reach the higher standard. * Ensure pupils who lack confidence or self-esteem have a variety of support in place to build up resilience, therefore improving their access to learning. * Enable pupils to have access to a broad offer of academic and enriching opportunities to ensure they develop high aspirations. * Ensure pupils have good attendance and punctuality so that gaps in learning are not widened. * Ensure that parents are supported to engage and confidently support their children to achieve their full potential. * Ensure that pupils’ social and emotional needs are met. |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge  *(School Improvement Plan linked target)* |
| 1 | Communication and interaction: Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception especially in terms of oral language and age-related vocabulary. |
| 2 | Attendance and punctuality: Regular punctual attendance is lower for our disadvantaged pupils. |
| 3 | Disadvantaged pupils have less access to wider life experiences. |
| 4 | For a proportion of our disadvantaged pupils their learning attitudes and the ability to manage their own emotions/behaviour are not yet as good as their peers. |
| 5 | 36% of our disadvantaged pupils also have a SEND need. |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria  *(Success Criteria identified in the SIP)* |
| Improved oral language skills and range of vocabulary for disadvantaged pupils in EYFS | * Pupils achieve the ELG for C&L * Pupils are at the correct age-related stage on the SSP. They are in-line with non-disadvantaged pupils. |
| Attendance and punctuality of disadvantaged pupils is an improvement on last year | * the overall absence rate for all pupils being no more than 4% (i.e. whole school attendance >96%) * the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced * the percentage of all pupils who are persistently absent lower than last year |
| Disadvantaged pupils have equitable access to all experiences in school | * 100% of disadvantaged children attend school trips and experiences (school to support with payments) * Equitable representation of significant pupils groups have roles in pupil leadership teams. * Positive uptake of offer of free breakfast and ASC places * Improved number of pupils taking up HAF offer |
| Improvement in wellbeing of ALL pupils, priority given to disadvantaged | * Fewer incidents of poor/disruptive behaviour * Strategies to manage behaviour are taught and have a positive impact * Learning behaviours are taught, modelled and become inherent in all pupils |
| Pupil premium pupils prioritised for Early Identification of SEND | * Primary area of need within 10weeks * Adaptations made at Wave 1 * Where appropriate personalised learning plan created in collaboration with professionals and parents. |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 10,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| The write stuff training for EYFS to ensure that writing is taught and developed cohesively and is intrinsically linked to whole school approach to writing. | <https://writing4pleasure.com/2022/03/31/the-importance-of-a-whole-school-vision-for-writing/> | 1 |
| Assistant Principal to complete NPQSEN. This will help support identification of additional needs, especially those who are disadvantaged | <https://www.gov.uk/guidance/national-professional-qualification-npq-courses> | 5 |
| RADY training for Lead teacher and all staff to enable a whole school ethos to close the attainment gap. | RADY permeates through our approach to teaching and learning to ensure that we have an equitable model to give more support, guidance, and challenge to our disadvantaged youngsters in all lesson. (Rady pledge) | 1,2,3,4,,5. |
| RWI training and support programme | <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start> | 1 |
| Early Talk boost training and resources for new to EYFS staff | [early-talk-boost-evaluation2015-1.pdf](file:///C:\Users\apritchard\OneDrive%20-%20St%20Mary's%20Catholic%20Primary%20School\Laptop\Downloads\early-talk-boost-evaluation2015-1.pdf) | 1 |
| Wellcomm training and use of Big book of ideas for new to EYFS staff | [(PDF) The WellComm Toolkit: Impact on Practitioner Skills and Knowledge and Implications for Evaluation Research (researchgate.net)](https://www.researchgate.net/publication/378662145_The_WellComm_Toolkit_Impact_on_Practitioner_Skills_and_Knowledge_and_Implications_for_Evaluation_Research) | 1 |

### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 53,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Introduction of reading plus into KS2 | [Reading-Plus-efficacy-study-in-partnership-with-Derby-Research-Schools.pdf](file:///C:\Users\apritchard\OneDrive%20-%20St%20Mary's%20Catholic%20Primary%20School\Laptop\Downloads\Reading-Plus-efficacy-study-in-partnership-with-Derby-Research-Schools.pdf) |  |
| All EYFS pupils to be screened using Wellcomm, interventions put in place and completed 2 x per week | [(PDF) The WellComm Toolkit: Impact on Practitioner Skills and Knowledge and Implications for Evaluation Research (researchgate.net)](https://www.researchgate.net/publication/378662145_The_WellComm_Toolkit_Impact_on_Practitioner_Skills_and_Knowledge_and_Implications_for_Evaluation_Research) |  |
| Disadvantaged pupils heard read at least 2x per week | <https://www.booktrust.org.uk/what-we-do/impact-and-research/Research/the-benefits-of-reading/> |  |
| Enhanced SaLT service. Weekly therapist assessing and reviewing targets and training support staff in delivery intervention programme for specific pupils. | <https://www.wellatschool.org/developmental-language-disorder> |  |
| Extra phonics booster sessions | EEF Phonics document |  |
| Targeted interventions for all pupils who need additional support to reach ARE or other significant milestones (e.g. pass phonics test in Y1). | <https://www.century.tech/news/what-the-evidence-says-about-targeted-interventions/> |  |

### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 3,058

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Development of Reflection Room so that it becomes as safe space for pupils to self-regulated | [Behaviour interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions) | 4 |
| Further embed the behaviour curriculum improving behaviour across school, using restorative practices and a trauma informed approach to ensure children have a sense of belonging and develop a love of learning. | [Behaviour in Schools - Advice for headteachers and school staff Feb 2024 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf) | 3, 4 |
| Tangible rewards for pupils’ behaviour, in-line with policy. | <https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools>  <https://www.gov.uk/government/case-studies/celebrating-positive-behaviour-in-school> | 4 |
| Ensure all pupils have access to clubs, trips and experiences | [3. Wider strategies | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies) | 4 |

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| *Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*   * *Data from the previous academic year’s national assessments and qualifications, once published (including school attainment and progress measures)* * *EBacc entry data for secondary schools* * *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school’s non-disadvantaged pupils* * *Information from summative and formative assessments the school has undertaken.* * *School data and observations used to assess wider issues impacting*   *disadvantaged pupils’ performance, including attendance, behaviour and*  *wellbeing*  *You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*  *If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*  *Split the outcomes into the sections of Teaching, Targeted Academic Support and Wider Strategies.*  *Use the impact statements identified in your SEF, that will have come from your previous SIP.* |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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| *For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year** |
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| **The impact of that spending on service pupil premium eligible pupils** |
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# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |