



St Joseph's R.C Primary School

PUPIL PREMIUM STRATEGY

St. Joseph's R.C. Primary School is a one form entry Roman Catholic Primary School in Longsight, Manchester.

School Mission Statement

St Joseph's is proud to be a Catholic School. Everything we aim to achieve will be based on the teaching and practice of the Catholic Church. Through this Catholic ethos we strive to develop in the school community respect and care for everyone.

In partnership between staff, children, parents, parish and the wider community we want to give every child the opportunity to fulfil their potential by developing their own gifts and talents. We aim to create a successful learning environment where all feel welcome, safe and part of the community. We wish through the whole life of our school for every child to realise their own worth and value.

In 2014-15 we received £146,700 of pupil premium funding overall. In 2015-16 we received £142,980 in 2016-17 we received £142,503. In 2017-18 we will receive £120,087.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupils needs.

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

However, we are accountable for the use of this additional funding.

1. The Pupil Premium

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

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.

2. Purpose of this strategy

The purpose of this strategy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on closing the attainment gaps which can exist between our disadvantaged pupils and their peers.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to close the achievement gaps of our pupils.

We are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on a school's website.

Section 9 of this regulation requires schools to publish 'The amount of the school's allocation from the Pupil Premium grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated'.

Through this strategy we shall publish the above information. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 1998, so that individuals or groups of individuals, including children funded through the Service Premium cannot be identified.

3. Decisions regarding the use of the Pupil Premium

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

- Ensure that Pupil Premium funding allocated to our school is used primarily for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.

- Use the latest evidence based research on proven strategies which work to close 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 and carers in a sensitive and supportive manner and 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.
- 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 regular monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that FSM pupils are not an 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. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.

4. Development of the strategy

This strategy is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school.

In developing this strategy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010.

Some pupils, especially minority ethnic, English as an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium strategy, we have also taken into account the Ofsted Inspection Framework 2012, which places a strong focus on improving the learning and progress of different groups and on closing gaps in standards. We also

note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

5. Roles and Responsibilities

All members of our school community, particularly staff and governors are committed to raising standards and closing the attainment gaps for our pupils.

5.1 The Head and Senior Leadership Team

The Head and the Senior Leadership Team are responsible for implementing this strategy. They will ensure that all staff are aware of their responsibilities in closing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure closing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in the annual report for Governors:

- the progress made towards closing the gap, by year group, for disadvantaged pupils
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils.

The Head and Senior Leadership Team will monitor the use of the Pupil Premium on a termly basis to track the allocation and use of Pupil Premium funding and evaluate its impact.

5.2 Teaching and Support Staff will:

maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',

promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,

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.

support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,

keep up-to-date with teaching strategies which have proven track record in closing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

5.3 Governing body

Our governing body has an important role in ensuring our school complies with legislation and that this strategy, along with its specific stated actions for narrowing the gaps is implemented.

Our governing body will keep our work in closing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is a report to parents on how the Pupil Premium funding has been used to address the issue of closing the gaps in our school and the impact this has had.

6. Key Contacts

Mrs K. Nathaniel – SEND CO KS2

Mrs E Bird - SENDCO EYFS KS1

Mrs Julie Barnett - SEND Governor

7. Monitoring and Reviewing the Policy

Our work in relation to the Pupil Premium will be reviewed regularly by SLT to ensure it is having the intended impact in closing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Strategy 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. It will also take into consideration the increased funding that becomes available under the Pupil Premium Grant.

We recognise the importance of context and will evaluate new strategies to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

8. How do we spend our Pupil Premium Money

We use a range of strategies to support children's progress, some of these include:

Teaching Assistants

Boosters

Speech and Language Therapy

Play Therapy and Brain Training

Part time teacher for interventions

Field Trips

Breakfast Club and Lunchtime Sports Coaches

Small group tuition

Scrummy Crew and Scrummy Crew

Attendance Initiatives

Lunchtime sports coaches

Residential Trips

9. Disseminating the Strategy

This Pupil Premium strategy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)

APPEALS PROCEDURE

Any appeals against this policy can be made through the governor's complaints procedure.

THIS STRATEGY WILL BE REVIEWED ANNUALLY