



## ST JOSEPH'S CATHOLIC PRIMARY SCHOOL PUPIL PREMIUM POLICY

### **Mission Statement**

**At St. Joseph's we share a vision that together we are the architects of the future, building lives on the firm foundations of the Gospel. Inspired by Christian values we aim to provide love and security within a curriculum designed to meet the complex needs of all individuals, in order to prepare them to take their place in the ever changing world of today and tomorrow.**

### **Aims:**

At St Joseph's, we value each individual child and we have high aspirations and ambitions for each one of them. We want every child to become the best learner that they can be and we strongly believe that it is your mindset and your passion and thirst for knowledge, together with your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a significant proportion of our budget and this policy outlines how we will ensure it 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 pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their 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. At St Joseph's we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to increase attainment.

### **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 staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research (e.g. Education Endowment Foundation Toolkit) to support us in determining the strategies that will be most effective

### **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, 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 using our senior and middle leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking, Talk for Writing, Maths Makes Sense and Morrell’s Handwriting etc



- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation in school and working with other schools

### **Increasing learning time**

We will maximise the time children have to make progress through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Extended learning out of school hours : Booster Class:
- Early mornings and after school
- Saturdays before SATs

### **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 additional support staff and class teachers communicate regularly
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise:
- Beanstalk – volunteer readers
- Place2Be
- Providing support for parents to develop their own skills (ESOL, Place2Be, Educational Psychologist Drop ins)
- to support their children's learning within the curriculum
- to manage in times of crisis
- Tailoring interventions to the needs of the child (e.g. Targeted maths sessions for children who struggle in the main lesson)
- Recognising and building on children's strengths to further boost confidence (Participating in Wandsworth's Singing and Instrumental Projects and PPSSA and Southfields sporting competitions).

### **Going the Extra Mile**

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 termly 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 their performance is given to children
- Termly feedback about their child's performance is given to parents
- Interventions are adapted or changed if they are not working
- 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
  - analysis of data
- nature of support and allocation
- Learning in the curriculum
- Social, emotional and behavioural issues
- Enrichment beyond the curriculum
- Families and community
- an overview of spending:
  - Total PPG (Pupil Premium Grant) received
  - Total PPG spent
  - Total PPG remaining.
- a summary of the impact of PPG
- Performance of disadvantaged pupils (compared to non-pupil premium children)
- Other evidence of impact e.g. Ofsted, Accreditations
- 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.

**POLICY REVIEW TERM: BIENNIAL**

**Policy reviewed:** November 2016

**Next review:** November 2018