

 <b>St Mary's Catholic High School</b>	<b>Policy No: PP27</b>	Revision No:	1
		Author:	Head of Pupil Progress
		Committee:	PCCS
	<b>Pupil Premium Policy</b>	Minute No:	
		Date Issued:	March 2019
		Review Date:	March 2022
	<b>Workload Implications Considered</b> <input checked="" type="checkbox"/>		

<b>CONTENTS</b>	<b>Page No.</b>
Background	1
Aims and Objectives	1
Governors	1
Tracking Progress	2
Whole/School Departments	2
Staff	2
Range of Provision	2
Examples of Strategies	3
Measuring Impact	3
Impact	3

*Gaudium et Spes*

*“Live, Love and Learn in the Light of Christ”*

## **Statement of intent**

At St Mary's, we believe that only by achieving the highest expectations of all learners can the highest possible standards be achieved. Some pupils from disadvantaged background require additional support; therefore, we will use all the available resources to help them reach their full potential.

## **Background**

Pupil premium funding was introduced in April 2011. This has been allocated to schools to address the underlying inequalities between children eligible for free school meals and their wealthier peers, by ensuring that funding to tackle disadvantage reaches those pupils who need it most. The funding is allocated to the following groups of students:

- Looked After Children
- Free School Meals (FSM)
- Ever 6 (Children on FSM in the last 6 years)
- Service Children
- Adopted Children

As a school, we are accountable for how we use this additional funding to support these students. For each pupil in years 7 to 11 recorded as Ever 6 FSM we receive £935.00. We also receive £2,300 for LAC or previous LAC pupils and £300.00 per 'Ever 6 service child'. We are also required to publish online information about how we have used the funding. We are committed to ensuring that parents are fully aware of the attainment of pupils covered by this funding and the positive impact of this expenditure. After prior attainment, poverty is the single most important factor in predicting a child's future life chances so our aim as a school is to ensure that the funding is used to address underlying inequalities between pupils.

## **Aims and Objectives**

The process of our decision-making for our disadvantaged students is rooted in the fact that we have high expectations and high ambitions for every pupil, regardless of background. Our core values of academic excellence, holistic education and religious formation are at the forefront of our expectations for disadvantaged pupils. Our objectives are to provide additional support that narrows the gap between the educational achievement of these pupils and their peers and to ensure that funding is used in order to have a significant impact.

We aim to take into account the diverse range of backgrounds and extremely wide geographical area that our pupils come from. Disadvantaged pupils attend the school from a huge number of feeder primaries and often join the school having achieved below national expectations, at the end of Key Stage 2.

## **Identification of Barriers to Future Attainment**

As a school we regularly evaluate the barriers to the attainment for these students and identify strategies to overcome these. In particular, low levels of literacy (particularly vocabulary) and a lack of aspiration are coupled with difficulties surrounding transportation home from school when asked to take part in extra-curricular activities. Parental engagement and support are often lacking; including basic care and nutrition. High ability pupils arrive at the school, having failed to make more than expected progress, and have inadequate aspirations in terms of further education and career choices.

We have a school-wide commitment to raise the achievement of these students and to pay attention to the needs of this particular group. In particular, we see all our disadvantaged students as unique individuals in terms of ability, background and future potential and work with each individual student to enrich his/her experience at our school. We also have a strong commitment to remove any barriers that might hinder development. We will evaluate the attainment and progress of eligible pupils and evaluate how this compares with other pupils to ensure that the funding is used effectively to continue to narrow our attainment gap.

## **Governors**

We involve governors in the monitoring and evaluation of Pupil Premium spending and have a named Pupil Premium Governor – Mr Bill Hayes.

## **Strategies for Success**

### **a) Tracking Progress**

The Headteacher, Data Manager and Pupil Premium Lead meet regularly to review the needs of these students. In 2018-19 five Pupil Premium Advocates were appointed to both specifically track and champion the needs of the disadvantaged students in each year group from years 7 to 11. The pastoral team prioritise issues relating to the progress and achievement of disadvantaged students, with a strong focus on attendance data. The attendance of this cohort is an area which our pastoral staff frequently review and monitor.

We track the progress of these students to thoroughly analyse any underachievement and identify accurately any needs that need addressing. Information about all our Pupil Premium students can be found on the tracking sheets produced by our Data Manager which are updated after each data window. Information about these students is gathered from a wide range of sources to give a comprehensive view of their needs. This includes the gathering of postcode data and reading/spelling ages. The Finance Office provide regular updates of expenditure for these students. We also use Student Voice using a variety of methods to gain feedback on attitudes to learning/school.

## **b) Whole/School Departments**

The progress of disadvantaged pupils is a key priority of the School Development Plan. As a school, we recognise the powerful impact that high quality teaching has on outcomes for disadvantaged students.

The school's quality assurance programme reinforces this, with the focus on Quality First Teaching, academic excellence, individual progress and classroom rigour. The rigorous quality assurance of teaching, sharing of good practice, inset and internal/external CPD all focus on the implementation of high quality teaching for our disadvantaged students.

All departments consider the needs of these students with the gap between the progress of disadvantaged pupils and the rest of the cohort monitored at a department level. Each department is asked to provide evidence of strategies used to support these students in each individual subject and regularly evaluate the effectiveness of them.

## **c) Staff**

Disadvantaged students should be highly visible to all staff and there is a clear central record showing the needs of this group for staff to access and as a tool to utilise achievement. Each class teacher should be aware of the FSM and Pupil Premium students and the previous/current data relating to each student. E-portal is used to identify these students at individual class teacher level. E-portal highlights premium as either FSM (those who are currently experiencing deprivation) or PUPIL PREMIUM covering those students who are Ever 6 (FSM in the past six years), adopted or forces children. All Pupil Premium students should be identified on seating plans and in mark books and their progress monitored. Staff are encouraged to use the progress of disadvantaged students as an appraisal target.

### **The Range of Provision includes:**

High expectations of all students, whatever their circumstances and ability and tailored to the strengths and needs of each individual pupil whatever his/her ability.

A highly effective pastoral care/well-being system which supports disadvantaged students through all stages of their education.

Frequent use of a wide range of achievement data to check progress and attainment across the whole school and specific focus on ability groups of high, middle, low.

Staff access to assessment and tracking systems to identify underachievement at a department/class teacher level.

A focus on high quality teaching and learning across the whole school and a range of initiatives to support this including high-quality feedback from teaching staff.

Meeting the specific needs of individual students. This includes specific testing of pupil premium students to assess needs. Additional intervention work to accelerate progress, where there are specific barriers, involving the Learning Support Department, if necessary.

Extra-curricular and enrichment opportunities specifically providing opportunities for both our most able cohort and the needs of our middle/lower ability disadvantaged students.

Provide opportunities for pupils to build self-esteem and confidence.

**Some examples of strategies we may use:**

An increased focus on literacy and numeracy skills in Key Stage 3 including a Buddy Reading programme.

Reducing class sizes in English and Maths to provide opportunities for effective teaching.

Providing one-to-one and small group work with experienced teachers to address specific knowledge gaps.

Revision/intervention groups (including providing free revision guides and taxis home).

Targeting pupils who are underachieving in English/Maths using mentoring systems.

Mentoring of specific students for attainment, attendance, behaviour.

Provision of funding for materials for practical subjects.

Funding of activities such as music lessons.

Allocating funds to enable pupils to participate in aspirational activities.

**Measuring Impact**

The school will evaluate and report on the effectiveness of pupil premium spending and the impact made.

This will be reviewed and the information will inform the development of additional or alternative strategies.

**This will focus on:**

Pupil progress towards narrowing the gap.

Benchmarking the progress against national average.

Details of the provision made.

An evaluation of the effectiveness of all initiatives.