

ST JUDE'S CATHOLIC PRIMARY SCHOOL

PUPIL PREMIUM POLICY



Our Mission:

We live, love and learn together joyfully in Jesus' name.

INTRODUCTION

The Pupil Premium is allocated to Local Authorities and schools with pupils on roll, who are known to have been eligible for Free School Meals (FSM) at any time during the last six years; those who are 'Looked After' (LAC) by Social Care Services and those who are from families of Service Personnel. Each of these pupils attracts additional Pupil Premium funding. Schools have the freedom to spend the Premium, which is additional to the underlying school budget, in a way they think will best support the raising of attainment for these most vulnerable pupils.

KEY PRINCIPLES

The targeted and strategic use of the Pupil Premium will support us in achieving our key priority, which is to narrow the disadvantage gap, by addressing inequalities and raising the attainment of those students in low-income families:

- We ensure that teaching and learning opportunities meet the needs of all the pupils providing appropriate levels of challenge for all ability levels.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for disadvantaged pupils, we recognise that not all pupils who receive Free School Meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

PROVISION

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Every effort will be made to make provision for each pupil in receipt of funding. All our work through the pupil Premium will be aimed at accelerating progress moving children to at least age related expectations, initially in English and Maths.

The range of provision the Governors may consider, includes:

- targeted, small group intervention and 1:1 tuition from qualified teachers whose focus is to identify and close learning gaps;
- supporting quality first teaching;
- developing reading resources across school to ignite a life-long love of books and reading;
- intervention groups provided by teachers, teaching assistants or external agencies;
- speech and language specialist support;
- removing the barriers to learning presented by poverty for some families.
- support for able children to achieve their full potential in terms of progress and attainment.

- pastoral support for vulnerable children and work with families in school to improve attendance; there is a particular focus on persistent absence.
- improved resources, including computing and technology resources, to enable children to experience quality software, hardware and books to support learning.
- providing rich and diverse experiences to develop cultural capital in our pupils by supporting educational experiences whether as part of the curriculum or as extra-curricular opportunities.
- Provision will not be specifically aimed at children with a statement of special educational needs as funding for them is already in place, although funding should be made available from Pupil Premium if necessary.

MONITORING, REPORTING AND ACCOUNTABILITY

The importance of meeting the needs of and demonstrating the impact of our strategies is done in the following ways:

- Pupils are tracked closely and their progress closely monitored. Class teachers will meet with a SLT member of staff termly to look at specific groups of pupils. CPD including moderation, curriculum development, assessment and analysis will inform next steps.
- All staff have an increased awareness of who PP funded pupils and what their previous attainment has been are so that there is complete team working collectively and purposefully to ensure the best possible outcomes for pupils.
- It will be the responsibility of the Headteacher, or a delegated member of staff, to produce regular reports for the Governing Body which include:
 1. The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
 2. An outline of the provision that was made since the last meeting.
 3. An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The Governors of the school will ensure that there is an annual statement published on the school website on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap' for disadvantaged pupils.

Head Teacher SignatureDate

Adopted by the Governing Body: 12th February 2019

Reviewed and updated: 11th March 2021

Adopted by the Governing Body: 25th March 2021

Reviewed and updated: 29th November 2023

Adopted by the Governing Body: 7th December 2023

Signed: Chair of Governors