

St. Bede's Catholic Infant School Pupil Premium Policy
'Learn to Love, Love to Learn'

Agreed by Staff: Autumn 2019
Approved by Governors: Autumn 2019
Review Date: Autumn 2020

Signed Chair of Governors Margaret Rowlands Date: 4.9.19

Mission Statement

At St. Bede's Catholic Infant School it is the mission of the whole school community to nurture a loving, safe, caring, supportive, quality environment in which the individual has the opportunity to develop intellectually, spiritually, morally, socially and emotionally in an atmosphere of trust and mutual respect.

Rationale

Pupil Premium is additional funding paid by means of a specific grant based on the school census figures for pupils registered and eligible at any period in the last 6 years for Free School Meals (FSM) or pupils who have been looked after for one day or more or were adopted from care. It is for schools to decide how the pupil premium is best spent to serve the needs of these children but schools are accountable for how they use this additional funding to support these pupils.

Specific allocation of the funding for the current year is detailed in the Pupil Premium Strategy Action Plan and the impact of the deployment of the previous years funding is detailed in the reviewed Pupil Premium Action Plan. Copies are posted on the school website and are also included in the School Development Plan (A copy is available from the school office).

The DfE have acknowledged that Pupil Premium funding is allocated for each financial year but has asked that schools refer to the academic year in their Pupil Premium Strategy. Therefore in September the funding noted will reflect allocations up to the end of the financial year (31.3) and then be updated to include the whole academic year.

Principles

Sir John Dunford National Pupil Premium Champion for the Government advised that schools focus on the quality of teaching to ensure all children reach their full potential. This is integral to our Mission Statement and Catholic ethos and drives our Pupil Premium Strategy.

The timing of the allocation of the Pupil Premium to school and the fluidity of Free School Meals (FSM) as a group drives decisions relating to the deployment of this funding within school to ensure the most efficient and effective use of the funding.

We recognise that not all pupils who are entitled to Pupil Premium are "socially disadvantaged" or "vulnerable" and that there are those children not eligible for Pupil Premium who are. Strategies such as group interventions funded by the grant may be made up of Pupil Premium pupils and non-Pupil Premium pupils where needs are similar, or where meeting their needs helps to create a learning environment conducive to success for all.

Main Barriers to Learning

Baseline and ongoing assessment over many years evidences that the main barriers to learning and achievement for our pupils are language and communication skills, literacy skills and personal and social development. Historically Pupil Premium children as a group in school also have a high percentage of children identified as SEN in comparison to the whole cohort.

Ongoing observation and assessment of individual children's needs is undertaken across all year groups throughout the year and these needs are identified in Personalised Learning Records.

Pupil Progress meetings are undertaken at least half termly which facilitate staff discussion and planning to support all children including focusing on long term or transient needs and barriers as they arise. These may include for example attendance, poor health, attitudes to learning, parenting or safeguarding concerns or narrow experience of life outside of school.

Provision

The Sutton Trust and Learning Toolkit considers a wide range of common approaches and strategies to raising achievement and analyses them in order to identify the high impact approaches. The Pupil Premium Strategy Action Plan is based on some of the higher impact strategies and on the Ofsted document 'The Pupil Premium: How schools are spending the funding successfully to maximise achievement'. We are confident then that we are using interventions and approaches with a track record of success.

In line with our Mission Statement Pupil Premium has been and will continue to be deployed to staffing, to CPD and also to resources and extended activities as appropriate to meet identified needs. This enables children to maximise their progress and meet their potential in an atmosphere of trust and mutual respect.

Monitoring and Evaluation

The Headteacher and Staff as appropriate regularly and rigorously monitor and evaluate the impact of strategies employed. Plans for the deployment and evaluation of the impact of Pupil Premium is a standing agenda item at Governing Body Committee Meetings and is reported in the Headteacher's Termly Report to Governors. This ensures a strong focus on Pupil Premium by Governors.

Excellent standards across all year groups have been maintained and sustained over many years. Historically by the end of Key Stage 1 school Pupil Premium pupils as a group have consistently performed at least equal to or better than other pupils nationally. Our School target is to maintain high standards for all pupils and narrow the gap between Pupil Premium and non-Pupil Premium in school. From the end of EYFS Baseline to the end of Key Stage 1 in terms of school flags and tracking all pupil premium children make significant progress across all year groups. (The ratio of SEN children within these groups is taken into consideration when evaluating impact and success criteria)

Trained Pupil Premium Reviewer

Miss Scragg who is a senior member of our teaching staff is a Pupil Premium reviewer.