



ST THOMAS MORE CATHOLIC FIRST SCHOOL

Learning, loving and living together with Christ

Pupil Premium Policy

This policy incorporates the aims and values of our school mission statement, which is rooted in our belief that every child is unique, made in the image of Christ, and that this is reflected in the desire, commitment and aspirations of our school staff to address and overcome socio-economic factors – or any other external factor – which may hinder pupil progress and attainment, and ultimately affect their life chances.

The school recognises that not all pupils who are eligible for Pupil Premium are underachieving, while some pupils may be underachieving and not eligible for Pupil Premium funding. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals (FSM)/Ever 6 will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals/Pupil Premium funding. We reserve the right to allocate Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged. At least 60% of any group will be made up of FSM pupils.

Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all pupils receiving FSM will be in receipt of Pupil Premium interventions at one time.

The range of provision the Governors may consider making for this group could include:

- Reducing class sizes thus improving opportunities for effective Assessment for Learning (AfL) and accelerating progress
- Providing small group work with an experienced teacher focussed on overcoming gaps in learning
- 1:1 support
- Additional teaching and learning opportunities provided through trained TAs or external agencies
- All our work through the Pupil Premium will be aimed at accelerating progress and moving pupils to at least age related expectations. Initially this will be in communication, English and maths
- Pupil Premium resources may also be used to target able pupils on FSM to achieve L3 or 5
- All our work through the Pupil Premium will be aimed at accelerating progress moving pupils to at least age related expectations. Initially this will be in communication, English and maths
- Pupil Premium resources may also be used to target able pupils on FSM to achieve greater depth.

Aims

To provide all pupils with fair and equal opportunities to achieve and excel in all areas of the curriculum; using and applying the most effective pedagogy, (see Teaching and Learning Policy), supported by use of additional delegated funding.

To work in partnership with families and pupils eligible for Pupil Premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

To work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

To ensure governors fulfil statutory responsibilities to make effective use of Pupil Premium funding in order to impact positively on pupils' achievement and attainment.

Systems, procedures and practice

Under the strategic leadership of the Head Teacher (HT) /system leader, the operational management of the school's policy for Pupil Premium is led by the Assistant Head Teacher and Pupil Premium Team (PPT). Pupils are identified promptly and appropriate support put in place.

The team consists of the following members:

- Assistant Headteacher – Senior Leader
- Parent Link Teacher/SENDSCO – Senior Leader
- School Office Manager

Each member has specific responsibilities, which include sharing and monitoring the impact of any funded support and/or intervention.

Assistant Head Teacher

- Provide termly Pupil Premium progress reports for HT and the Governors Curriculum Committee on:
 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
- Provide appropriate support and guidance for staff when planning Pupil Premium targets and support
- Monitor quality and impact of intervention, e.g. 1:1 support, small group etc.

School Office Manager/Administration

- Monitor delegation of funding for Pupil Premium
- Provide information on allocation for Pupil Premium funding via the school website and reports to governors.

Parent Link Teacher/SENDSCO

- Maintain a record of pupil progress and impact of mentoring/social emotional support, and provide feedback to the class teacher
- Work with designated staff to monitor attendance and evaluate against set targets on PLPs (Personal Learning Plans) or Provision Maps (PM)
- Work with the administration assistant and Assistant Head Teacher to monitor pupil attendance
- Liaise with external partners and agencies, where appropriate
- Seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum
- Work with class teachers, pupils and parents in supporting provision for pupils.

Class Teachers

- Identify and list pupils in each class – July–September
- Arrange meetings with parents and pupils re. needs analysis
- Under the guidance of the Head Teacher and Assistant Head Teacher, complete PLPs/PMs, incorporating delegated funding and attendance targets
- Arrange reviews with parents
- Work with pupils, parents and senior leaders to plan, implement and monitor the impact of the agreed support and intervention plan for pupils eligible for Pupil Premium
- Ensure classroom Teaching Assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring additional support
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly – or adversely – affected by social or economic disadvantage.

System Leader

The Head Teacher is a designated system leader for Pupil Premium and will take overall lead responsibility for ensuring staff, governors, pupils and families remain informed and up-to-date with all developments relating to Pupil Premium.

This will include:

- Developing robust systems and procedures for planning, monitoring and reviewing the impact of Pupil Premium
- Ensuring appropriate allocation and use of funding for pupils training for staff and governors
- Providing individual guidance and support for staff to ensure most effective impact of funding
- Providing regular, detailed and comprehensive information for governors.

Governors

The designated link governor for Pupil Premium will act on behalf of the governors to monitor and review the progress and impact of Pupil Premium funding. This will involve regular meetings with the Assitant Head Teacher to evaluate individual pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders/subject leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success.

It will be the responsibility of the Chair of the Curriculum Committee to ensure this information is made known to the full governing body The Governors of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education.

This policy will be reviewed annually.

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Chair of Governors

September 2018

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Head Teacher