



Corpus Christi Catholic Primary School

Pupil Premium Policy

*Joyfully, unique in Jesus' family we learn to use our special gifts
to love, serve and make the world a better place.*

Pupil Premium Policy			
Approval		Board of Governors	
Chairperson	Anna Murphy-Sullivan	Headteacher	Simon Lennon
Date of last review	March 2022	Date of review	March 2025
Date of next review	March 2027	Maintenance	FGB

“Jesus said, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these.' Matthew 19:4

Aims

At Corpus Christi we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that disadvantaged 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 funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children registered for a free school meal and children that have been in care for more than six months.

Eligible Pupils Criteria:

- Eligible for Free Schools Meals (FSM) in the last six years; or
- Looked after Children (LAC) for 1 day or more and Previously Looked After Children (PLAC)
- Adopted from care
- Children of Armed Forces personnel

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium.

Looked after children are eligible for additional funding to provide help to improve the attainment and close the attainment gap between this group and their peers. This funding can be applied for through the Virtual School, which acts as a local authority champion to promote the progress and educational attainment of children and young people who are (Children in Care (CIC)) or who have been (PLAC) in care.”

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced by the children in our care. Common barriers for FSM and vulnerable children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, stability and attendance and punctuality issues. They may also be complex family situations that prevent children from flourishing. Adverse Childhood Experiences (ACEs) are known to have a tremendous impact on future violence, victimisation and perpetration, and lifelong health and opportunity. Working together, we can help create communities and a world in which every child can thrive. 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 in the potential of ALL children to use their gifts to improve God's world
- All stakeholders support all pupils in their development as virtuous people
- Staff adopt a 'solution focused' approach to overcoming barriers
- Staff support children to develop 'growth mindsets' towards learning and embed the Rosenshine principles of learning to enable all pupils to reach their full potential

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 in the learning of individual children across the school
- We use research 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 as appropriate, are involved in the analysis of data and identification of pupils in need of support to reach their potential
- All teaching staff are aware of pupil premium and vulnerable children in their class
- All pupil premium children benefit from the funding, not just those who are underperforming
- Progress and underachievement at all levels is monitored (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...'
- Progress of Pupils in receipt of Pupil Premium forms part of the annual teacher's appraisal discussions

Improving Day to Day teaching

We will continue to strive to ensure that all children across the school receive outstanding teaching achieved by using our senior leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g feedback and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time pupil premium children to have 'catch-up' through:

- Improving attendance and punctuality
- Identifying gaps in learning and providing earlier intervention

Individualising support

There is no stigma to being in an intervention in this school. Everyone needs something, whatever that might be and so they are all getting something somewhere. All interventions are carefully planned and are research based.

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their 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
- Providing extensive support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children's strengths to further boost confidence
- Providing social and emotional support
- Steering children towards developing wider skills through extra curricular clubs and those clubs targeted to support those children and their families.

Going the extra mile

In our determination to ensure all pupil premium and vulnerable 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 as well as staff, parent and pupil voice
- Assessment Data is collected at the end of each term so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff, as appropriate, attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- The pastoral team identify support needed for pupil premium to ensure that they achieve to their full potential
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of SLT maintains an overview of Pupil Premium funding
- A governor is given responsibility for Pupil Premium and is reported on at formal meetings: financial reporting at FGB meetings and narrowing the gap and reporting on progress at SIPs meetings.

Reporting

The Pupil Premium Strategy statement (primary) forms the basis when reporting about pupil premium funding we will include:

- Information about the context of the school
- Objectives for the year
 - Reasons for decision making
 - Analysis of data
 - Use of research
- Nature and support of allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichments beyond the curriculum
 - Families and community
- An overview of spending
 - Total Pupil Premium Grant received
 - Total Pupil Premium Grant spent
 - Total Pupil Premium Grant remaining
- A summary of the impact of the Pupil Premium Grant
 - Performance of disadvantaged pupils
 - Other evidence of impact
 - Implications for pupil premium spending the following year

The Governing Body will consider the information provided and will ensure that there is an annual Pupil Premium Strategy statement to the parents on the school website outlining how the Pupil Premium Funding has been used to address the issue of ‘closing the gap’ for pupils eligible for pupil Premium. This task will be carried out in line with the requirements published by the Department for Education.

Other policies relating to this policy:

- Curriculum Policy

- Teaching and Learning Policy
- Child Protection and Safeguarding Policy
- Pupil Attendance Policy