

Approved:

September 2024

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# POLICY DOCUMENT

## Pupil Premium

ST JOHN BOSCO CATHOLIC ACADEMY



## 1 Introduction

The Pupil Premium is additional funding allocated to schools by means of a specific grant, based on the number of pupils in the school who are registered as eligible for Free School Meals, or have been recorded as eligible in the past 6 years (known as 'Ever 6 FSM'); children looked after by local authorities (previously referred to as looked-after children) and children previously looked after by a local authority or other state care (previously looked-after children). The grant also includes additional funding for pupils who have parents serving in the armed forces (known as service pupil premium). The Pupil Premium is additional to main school funding and it will be used to address and minimise any underlying inequalities between children eligible and those who are not eligible for the Pupil Premium.

## 2 Aims

- To improve the academic achievement of pupils who are eligible for Free School Meals; those who are cared for (looked-after children) and those who have parents currently serving in the Armed Forces
- To reduce the gap in the achievement of eligible pupils and their peers
- To provide additional resources, particularly in English and Maths, to ensure that eligible pupils have targeted support aimed at improving their achievement
- To promote progression of eligible pupils into Further/ Higher Education
- To promote the development of personal and social skills in eligible pupils
- To support the vision and values of the Trust and its schools

The policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Trust in receipt of Pupil Premium funding, we are accountable to our parents and school communities for how we are using this additional resource to narrow the achievement gaps of our pupils. Measures are included in the performance tables published annually on a national level which capture the achievement of disadvantaged pupils covered by the Pupil Premium.

Through this policy, each trust school will develop and publish their Pupil Premium strategy detailing specific information on their funding allocation; the challenges facing their communities; their spending plans and an evaluation of the previous year's spending.

## 3 Legislation and Guidance

This policy is based on the 'Pupil Premium: allocations and conditions of grant 2023-2024' document, published by the Education and Skills Funding Agency. It is also based upon the overview published by the Department for Education (DfE); the 'Using pupil premium: guidance for school leaders' document (February 2024) and the 'Service Pupil Premium' guidance.

## 4 Decisions around the use of the Pupil Premium Grant

The Trust is accountable for the use of this additional funding. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to Trust schools is used solely for its intended purpose.
- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by each school and each Local Governing Body (LGB).
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identification of their social and emotional needs and the provision, where necessary, of appropriate intervention.
- Use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

The Trust recognises that not all pupils who are eligible for Pupil Premium are underachieving, while also recognising that some pupils may be underachieving and not eligible for Pupil Premium funding. It is our policy to plan, adapt and prepare for any individual, or group, wherever under achievement is evident.

Trust schools will publish their strategy statement on the school's use of the Pupil Premium in each academic year on their school website, in line with the DfE's guidance for school leaders on using the Pupil Premium and using the templates provided by the DfE (and shown in Appendix 2). This strategy statement must be published by 31st December each year.

Trust schools must ensure their use of the Pupil Premium and spending activities align with the DfE's 'menu of approaches (Appendix 1)' and show how the spending strategy is informed by research evidence, referring to a range of sources, such as the guide published by the Education Endowment Foundation (EEF).

Trust schools must ensure the use of the Pupil Premium funding aligns with the 3-tiered approach described in the EEF's pupil premium guide. The DfE states a school's activities must be those that:

- Support high quality of teaching, for example through staff professional development of English and Maths;
- Provide targeted academic support, such as tutoring; and
- Address wider strategies to tackle non-academic barriers to success, such as attendance, behaviour and social and emotional support.

Trust school Pupil Premium strategy statements are available on individual school websites.

## **5 Pupil Premium First Strategy**

Our Trust strategy of PP First offers a simple way that all staff within schools can ensure our Pupil Premium pupils receive immediate intervention and support.

Examples of how this strategy is applied are:

- Ensuring PP children have understood the task

- Allowing PP children to respond to questioning first
- Marking PP childrens books first
- Offering extra-curricular activites to PP children first
- Chasing absence for PP children first

## 6 RADY (Raising the Attainment of Disadvantaged Youngsters)

All of our schools from September 2024 will be part of the RADY approach.

Our curriculum vision is that we are inclusive and ambitious for ALL our pupils. This means that we want to eradicate unintentionally lower expectations of our disadvantaged pupils. We do this by working with RADY to ensure that the average of the pupil-level targets for disadvantaged children is the same as the average for other children.

In other words, our targets for disadvantaged children are such that the average targets for the two groups are the same. These high aspirations, when coupled with high-quality equitable teaching, targeted academic support and a range of wider strategies, ensures that we are driven to closing the attainment gap for our disadvantaged pupils.

Our aim is to eradicate educational disadvantaged by 'levelling the playing field' for disadvantaged pupils so they have the same opportunities, experiences, support and aspirations as their non-disadvantaged peers, to enable each of them to pursue a successful future.

Our strategy is underpinned by the following:

1. Attainment gap of PP pupils is closed.
2. PP pupils' lives are enriched.
3. PP pupils' attendance is in line with non-PP attendance.
4. PP behaviour data is in line with non-PP data.

We commit to (departmental / subject):

- Ensuring that we are aware of the gap between disadvantaged and their non-disadvantaged peers with the department / subject or area of the school
- Ensuring that we know who the disadvantaged are.
- Ensuring that as many disadvantaged pupils partake in any department-related activities which contribute to cultural capita, e.g. school trips, extra-curricular and monitor attendance.
- Oversee the progress of disadvantaged pupils in all classes and monitor progress
- Implement timely and effective intervention to close any identified gaps
- Make every effort to identify the barriers to learning of the disadvantaged pupils
- Have disadvantaged pupils (RADY) as a standing item at every meeting
- Keep up to date information of interventions and evidence of effectiveness of strategies employed
- Develop two case studies per term for disadvantaged pupils which will include pupil voice and reviews

We commit to (teachers and support staff):

- Identify underperformance and implement interventions to address any barriers that may limit the progress of disadvantaged pupils

- Make every effort to have ongoing dialogue with the parents/ carers of disadvantaged pupils to promote engagement and progress
- Focus on Quality First Teaching, including school and trust teaching and learning strategies such as seating plans, questioning and feedback to bring equality
- Have resources in place to promote academic recovery following any period of pupil absence
- Incorporate any other appropriate strategies that will lead to closing the disadvantaged gap.

## **7 Roles and responsibilities**

### **7.1 The Trust Board**

The Trust Board has overall responsibility for approving this policy and reviewing its effectiveness.

The Trust Board will ensure that Pupil Premium reviews are undertaken at least bi-annually.

### **7.2 The Local Governing Body (LGB)**

The LGB is responsible for:

- Holding the Principal to account for the implementation of this policy and the Pupil Premium strategy.
- Ensuring the school is using Pupil Premium funding appropriately, in line with the rules set out in the conditions of grant.
- Monitoring the attainment and progress of pupils eligible for Pupil Premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding.
- Monitoring whether the school is ensuring value for money in its use of the Pupil Premium.
- Challenging the Principal to use the Pupil Premium in the most effective way.
- Setting the school's ethos and values around supporting disadvantaged members of the school community.
- Monitor progress towards Pupil Premium review action plans.

### **7.3 Principal and senior leadership team**

The Principal and senior leadership team are responsible for:

- Reading and enacting this policy - keeping their school strategy up to date and ensuring that it is implemented across the school.
- Promoting a sense of belonging and building positive relationships.
- Encouraging aspiration of all pupils, including those who are disadvantaged.
- Planning a curriculum which enhances the lives of disadvantaged pupils.
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces.
- Planning Pupil Premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate.
- Monitoring the attainment and progress of pupils eligible for the Pupil Premium to assess the impact of the school's use of the funding.



- Reporting on the impact of Pupil Premium spending to the local governing body on an ongoing basis.
- Publishing the Pupil Premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's guidance on using the Pupil Premium and using the templates on the DfE website.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.
- Develop action plans, monitor and evaluate impact from external reviews.

#### **7.4 Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis.
- Setting high expectations for all pupils, including those eligible for the Pupil Premium.
- Identifying pupils whose attainment is not improving in response to interventions funded by the Pupil Premium and highlighting these individuals to the senior leadership team.
- Sharing insights into effective practice with other school staff.

## **8 Monitoring and reviewing the policy**

Trust schools recognise the importance of context so will evaluate their strategies in relation to the Pupil Premium, on a termly basis. This will enable new strategies to be assessed robustly to ensure approaches used are having the desired impact in narrowing the gaps. Timely adjustments can then be made if particular strategies are not effective. Through their own Pupil Premium strategy statement, each school will undertake an end of year review to assess the ongoing impact of their chosen Pupil Premium strategies. This will also include a judgement as to how well and effectively the premium allocation is being used. This evaluation will be shared with the LGB and once approved, will be published on the school website

This policy will be reviewed on an annual basis and approved by the Trust Board. Adjustments will be made to the policy accordingly, taking into consideration the impact schools have shown on narrowing the gaps. The policy review will also take into consideration any changes to the level of funding that becomes available under the Pupil Premium Grant.

## **9 Link with other policies**

This policy is linked to:

- The Teaching and Learning Policy of each Trust school
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy

## Appendix 1

3 tiers	Approaches that you could implement
<b>High-quality teaching</b>	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils
	Professional development to support implementation of approaches, for example, training provided by <a href="#">a DfE validated systematic synthetic phonics programme</a> , mastery based approaches to teaching or feedback
	Mentoring and coaching for teachers
	Supporting the recruitment and retention of teaching staff, for example, providing cover time to undertake professional development such as <a href="#">National Professional Qualifications (NPQs)</a>
	Technology and other resources that support high-quality teaching, for example software to support diagnostic assessment
<b>Targeted academic support</b>	One to one and small group tuition
	Peer tutoring
	Targeted interventions to support language development, literacy and numeracy
	Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions, for example by supporting high-quality provision within the classroom or delivering structured interventions
<b>Wider strategies</b>	Extended school time, including for summer schools
	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extra-curricular activities, including sport, outdoor activities, arts and culture, for example music lessons and school trips
	Breakfast clubs and meal provision
Communicating with and supporting parents	

## Appendix 2

### 10 Pupil premium strategy statement – St Joseph's Catholic Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

#### 10.1 School overview

Detail	Data
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	<i>Samantha Chapman</i> , Principal
Pupil premium lead	<i>Elizabeth Buckley</i> , Assistant Principal
Governor / Trustee lead	Nicola Vizer, lead for disadvantaged pupils

#### 10.2 Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,800
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£88,800



## 11 Part A: Pupil premium strategy plan

### 11.1 Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

- We want to provide our disadvantaged pupils with an extra advantage to address the gaps in their starting points so that they are on level footing with non-disadvantaged children.
- We want all children, including disadvantaged children, to make strong progress throughout their time in school in order to fulfil their potential.
- Our Pupil Premium Strategy Plan aims to provide bespoke support in key areas of the primary curriculum to enable to enable disadvantaged children to securely master key building blocks e.g. early reading.

### 11.2 Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Improving and maintaining attendance rates of disadvantaged pupils and all pupils.
2	Providing counselling and mentoring as a means of emotional support
3	Ensuring children feel emotionally secure at school and supporting parents to send their children to school every day will ensure pupils do not miss out on essential learning in school.
4	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.

5	Ensure that the gap between attainment and progress of disadvantaged children and non-disadvantaged children is closed.
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### 11.3 Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria <i>(Success Criteria identified in the SIP)</i>
Progress in Reading	Ensure progress rates for disadvantaged children and all pupils in KS2 Reading are above national averages. Increase proportion of pupils meeting higher standard in KS2.
Progress in Writing	Ensure progress rates in KS2 writing for disadvantaged children and all pupils are above national averages. Increase proportion of pupils meeting higher standard in KS2.
Progress in Mathematics	Ensure progress rates in KS2 Maths for disadvantaged children and all pupils are at least in line with national averages. Increase proportion of pupils meeting higher standard in KS2.
Phonics	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.

#### 11.4 Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

##### 11.4.1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £69,287

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide multiple small group support for phonics throughout the school, in all Key Stages.	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.	4
Provide small group support for high prior attaining pupils throughout the school.	Small group support to ensure that gaps in children's learning are addressed.	5
Provide small group support for maths throughout the school, in all Key Stages.	Improve children's maths knowledge so that the school exceeds national outcomes.	6
Provide multiple small group support for phonics throughout the school, in all Key Stages.	Improve children's phonic knowledge so that the school well exceeds national outcomes in the phonic check for disadvantaged pupils and all pupils, with a target score of 96%.	4
Provide small group support for high prior attaining pupils throughout the school.	Small group support to ensure that gaps in children's learning are addressed.	5

11.4.2 Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £15,547

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Fully Qualified Teacher to work with identified children in 1:1 support and in small groups.	Small group work to ensure that identified children receive bespoke support to address gaps in learning.	1

Continue to use the support of Kerry Harding – School Counsellor	Supporting children to overcome emotional and social difficulties so that they feel safe, secure and ready to learn.	2 and 3
Fully Qualified Teacher to work with identified children in 1:1 support and in small groups.	Small group work to ensure that identified children receive bespoke support to address gaps in learning.	1

#### 11.4.3 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 8,243

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocated time for office staff to provide attendance support and attend training to raise attendance.	Providing support for families to ensure that attendance rates are high and children are in school and learning.	1
Purchasing family passes for BLCM and Dudley Zoo for families to borrow over the weekend.	Support for mental health and wellbeing and support of the whole family.	2
Subsidising trips to ensure that no child misses out due to parent financial situation.	Support of the families to ensure children experience life beyond school.	2

**Total budgeted cost: £ 93,077**

## 12 Part B: Review of the previous academic year

### 12.1 Outcomes for disadvantaged pupils

Outcomes for Disadvantaged children at the end of KS2 are strong. In RWM disadvantaged children outperformed overall children and those national at both the expected and higher standard.

Internal data shows that the gap between on entry data for disadvantaged children and their peers closes by the end of KS1.

Through high quality intervention and targeted support disadvantaged children make accelerated progress through the RWI programme.

Observations, book monitoring and pupil interviews of disadvantaged children show that they feel well supported, have high aspirations and are supported through the strategies that school has in place to support them.

Free clubs, including targeted homework club, shows that children have enjoyed access to a wide range of experiences and support beyond the school day.

Disadvantaged children are also very well represented in leadership roles for the various groups that school provides.

### 12.2 Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
Phonics Scheme	Read Write Inc
Number Facts Fluency	Number Sense Maths
Reading Plus	Dreambox
Mathletics	3P Learning