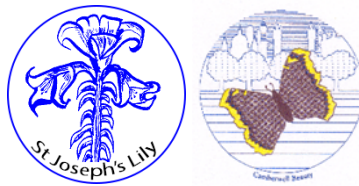


St. Joseph's Camberwell Catholic Schools' Federation



Pupil Premium Policy

September 2021

Date Policy adopted:

Signed by Chair of Governors:.....

To be reviewed: Autumn term 2023

Aims:

At St Joseph's Camberwell Catholic Schools' Federation, we have high aspirations for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from. We are determined to ensure that our children are given every chance to realise their full potential.

Background

The pupil premium funding targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential.

The Government has used pupils entitled to Free School Meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount for schools per pupil based on the number of pupils registered for FSM over a six year period. This amount of money is expected to increase every year. Those eligible for FSM and those on the Ever 6 register as well as identified vulnerable groups are our target children to "close the gap" regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM/disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Key Principles

By following the 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 ALL children – everyone is equal.
- There are "no excuses" made for underperformance
- Staff adopt a "solution-focused" approach to overcoming barriers.

Analysing Data

We will ensure that:

- All teachers are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school.
- We use research to support us in determining the strategies that will be most effective.

- We have half-termly pupil progress meetings that focus on groups of children as well as individuals to ensure that their progress is monitored and that no child is left behind.
- Intervention is clearly linked to barriers to learning.

Monitoring and Evaluation

We will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice.
- Assessment Data is collected termly so that the impact of interventions, monitored regularly through half termly pupil progress meetings, show impact.
- Assessments are regularly moderated to ensure they are accurate.
- Teaching staff attend and contribute to pupil progress meetings each half term and the identification of children is reviewed.
- 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 the SLT maintains an overview of pupil premium spending.
- A governor is given responsibility for pupil premium.

Reporting

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 of support and allocation
 - Learning in the curriculum
 - Social, emotional and behavioural issues
 - Enrichment beyond the curriculum
 - Families and community
- An overview of spending
 - Total PPG (Pupil Premium Grant) received
 - Total PPG spent
 - Total PPG remaining
- A summary of the impact of PPG
 - Performance of disadvantaged pupils (compared to no-pupil premium children)
 - Other evidence of impact e.g Ofsted, Accreditations
 - Case studies (pastoral support, individual interventions)

Implications for pupil premium spending the following the year.

Identification of Pupils

We will ensure that:

- ALL teaching staff record/are involved in the analysis of data and identification of pupils in their class.
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are underperforming.
- Underachievement at all levels is targeted(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...”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our subject leaders to:

- St high expectation
- Address any within-school variance
- Ensure consistent implementation of non- negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improved assessment through cross moderation both in-house and with other local schools.

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention (KS1 and EYFS)
- Provide boosters and interventions out of hours.

Individualising Support

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
- Using subjects leaders to provide high quality interventions across their phases
- 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 (e.g. Targeted maths revision sessions in the afternoon for children who struggle in the main lesson)
- Recognising and building on children’s strength to further boost confidence.

The Governing Body will consider the information provided and will ensure that there is an annual statement to the parents on the school website outlining how the Pupil Premium funding was 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 requirement published by the Department for Education.

