

# St Mary's RC Primary School

## Pupil Premium Policy



St Mary's RC Primary School,  
Belgrave Street,  
Radcliffe,  
Manchester  
M26 4DG

0161 723 4210

JANUARY 2016

**Inclusion Team:** Miss Murphy (Deputy-Head & Assessment Co-Ordinator), Mrs Gerrard (Assistant Head & Child Protection), Mrs Clare (SENCo) and Mrs Openshaw (SENCo).

**Governor:** Mrs Vera Boardman

**Mission Statement**

**Jesus teaches us to love God and neighbours as ourselves. Our mission as a Catholic School is to put that into practise in the way we live, teach, learn and work together.**

We will show we love God by making God part of our school day: by our prayers, by our acts of worship, by listening to the Word of God, by our respect for God's creation. We will show we love God by letting the teachings of Jesus and his Church guide our daily choices, words, actions and attitudes. We will practise compassion, forgiveness, tolerance, honesty and respect in all situations.

The children are our neighbours: we will show love for them by respecting them as individuals, knowing them and their needs, and carefully planning their education so that each can reach their full potential. We will show love for them by creating a safe, nurturing, listening environment. We will show love for them by having the highest expectations, and challenging them to reach for the stars and be the best they can be.

Parents are our neighbours: we will show love for them by offering our guidance and help, seeking their active partnership in the education of their children, and understanding their particular situations.

All members of Staff are our neighbours. We will show love for them by working as a team, sharing our skills and care, praising and celebrating excellence, communicating effectively and understanding each other's needs. Children and parents too will show this love by their respect for all staff and the rules that create a peaceful and safe learning environment.

Our neighbours are all around us in our local community: we will show we love them by a warm welcome to everyone who visits Saint Mary's, and by our outreach to those in need. The poor too are our neighbours: we will show we love them by supporting charitable works at home and abroad.

### **Rationale**

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils. Across the country there has been a pattern of children entitled to free school meals (FSM) who are not achieving as well as those children from non-disadvantaged

backgrounds or those on a higher income. We aim to close this gap and raise the attainment of our disadvantaged pupils.

At St Mary's Catholic Primary School, the Governing Body and all Staff are committed to the belief that every child should be entitled to Quality First Teaching and access to any support and intervention required in order for them to achieve their full potential. Our aim is to help support children by raising the attainment of disadvantaged pupils and by closing the attainment gap between children from low-income and other disadvantaged families and their peers. At St. Mary's, we want all children to achieve their full potential and to ensure that they benefit from the same opportunities.

### **Definition of Disadvantaged pupils**

At St Mary's we consider our 'disadvantaged children' as those who have elements or a combination of physical, social, emotional, financial or behavioural needs, which may vary in complexity or present themselves in different ways, at home and/or at school. St Mary's welcomes and nurtures all children, as our neighbours, putting into practice the love of God in the way we live, teach, learn and work together. Working with our specialist Inclusion team and external agencies we communicate effectively, offer guidance and understanding, provide early identification to ensure a high level of support, establishing a safe learning environment for the children in our care and their families.

### **Pupil Premium Funding Entitlement**

Pupil Premium funding is allocated to St Mary's according to the number of children from Reception through to Year Six who:

- have been registered as eligible for free school meals at any point in the last six years
- have been in care or looked after for six months or longer
- have left local-authority care and have either been adopted, be under a special guardianship order, a child arrangements order or a residence order
- have parents in the Armed Forces

Children eligible for free school meals must be registered with Bury Local Authority. If you are unsure whether your child is eligible for FSM, please click here: <http://www.bury.gov.uk/freeschoolmeals>

### **Number of Pupils and Pupil Premium Grant Received 2015-2016**

Total number of pupils on roll: 448

Total number of pupils eligible for Pupil Premium Grant: 63

Amount of Pupil Premium Grant received per pupil: £1320

Total amount of Pupil Premium Grant received: £85,540

### **Objectives of Pupil Premium Expenditure:**

- Improve the progress and raise attainment for our disadvantaged pupils at every Key Stage – EYFS, KS1 and KS2, by providing additional educational support when necessary;
- Narrow and close the gap between the achievement of disadvantaged pupils and their peers and ensure, when appropriate that pupils are identified as 'gifted and talented';
- Address any underlying inequalities between disadvantaged pupils and their peers;

- Raise the aspirations of our disadvantaged pupils by inspiring them to become self-motivated and active participants in their own learning, embedding these values to ensure they can become lifelong learners;
- Improve attendance rates for our disadvantaged pupils
- To engage parents of FSM pupils in their children's learning.
- Extend opportunities and experiences available to our disadvantaged pupils;
- Ensure that the additional funding reaches disadvantaged pupils so that it makes a significant impact on their education and lives.

### **Strategies:**

- Pupil Premium is clearly identifiable within the school budget;
- The Head teacher, in consultation with the governors and senior-staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils;
- All staff are aware of who the disadvantaged children are in their class are and ensure that pupil's needs are considered individually to determine what support they need to reach their full potential;
- All children, including those disadvantaged pupils, receive Quality First Teaching and are set high expectations;
- Teachers and support staff ensure consistent implementation of agreed whole school strategies, such as targeted marking and pupil feedback, intervention programmes and guided reading;
- Staff are involved in the analysis of data so that they are fully aware of their own pupils' progress as well as strengths and weaknesses across the school. Parents, governors and others are made fully aware of the attainment of pupils covered by the Premium;
- A person-centered approach is used to assess what additional provision should be made for our disadvantaged pupils. Strategies and interventions are planned to help overcome these barriers which can improve the progress and attainment;
- Track the impact of the strategies through pupil progress meetings to ensure that we can show the value that has been added to the education of the entitled children;
- Use a person centered approach (assess, plan, do, review) in order to monitor and evaluate the impact of the pupil premium funding;
- The SLT use research from the Sutton Trust Report to support the school in determining the most effective strategies for securing optimum FSM pupils' progress.

### **Outcomes:**

This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium. At St Mary's we ensure that disadvantaged pupils are treated equally and as favourably as others and that the additional funding is used to address the challenges they face. We will use the additional funding to promote the achievement and progress of all entitled pupils, paying particular regard to the effectiveness of quality first teaching for all vulnerable groups, including pupil premium.

### **Quality First Teaching:**

- I. Any pupils who are falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by

- class teachers and the inclusion team, and appropriate interventions put in place;
- II. If a pupil has been identified as underachieving, or possibly having special educational needs, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties;
  - III. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to differentiation made where necessary;
  - IV. The Assessment Co-ordinator, and SENCo Team when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class;
  - V. Through (II) and (IV) it can be determined which type of provision the child will need going forward;
  - VI. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

At St Mary's, we are fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.

### **Intervention and support**

Additional support will be provided, when appropriate, through a range of strategies:

- Improving attendance and punctuality;
- Providing earlier intervention (EYFS and KS1);
- Small group and one-to-one teaching where appropriate;
- Improved communication and relationship between school and families;
- Involvement of outside agencies who can offer support to disadvantaged pupils;
- Subsidising school trips/music tuition and other enrichment activities so that all children can participate in learning experiences.

### **Evidence:**

- A wide range of data is used – achievement data, pupils' work, lesson observations, learning walks, case studies and pupil voice;
- Assessment data will be collected half-termly so that the impact of interventions can be monitored regularly;
- Interventions are assessed and reviewed at Pre and Post intervals to ensure that impact is effective and measurable. These are recorded on the Costed Provision Map;
- Books are scrutinised and moderated both internally and externally, to ensure that moderation is accurate and consistent throughout the school;
- Pupil progress meetings are held each term so that pupil progress is monitored effectively and actions put into place if required;
- The Inclusion Team and Governing body maintain an overview of Pupil Premium provision and its effectiveness;
- RAISE Online, EYFS profiles, KS1, KS2 and whole school data is used to evaluate the impact in terms of attainment and progress throughout the school.