



# St. Paulinus Catholic Primary School

"Inspiring all to live, learn and love in the light of Jesus."  
(I am the light of the world; whoever follows me will never walk  
in darkness but will have the light of life." cf John 8:12)



# Pupil Premium Policy

Responsible Governor Committee: Standards Committee

## Version control

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*'An outstanding school, which is deeply committed to the Catholic mission... this school inspires all within this faith community to live life to the full.'* Ofsted 2017

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# Pupil Premium Policy

## School Mission

"Inspiring all to live, learn and love in the light of Jesus"

The governors and staff of St. Paulinus Catholic Primary School commit themselves to live as a community with Christ at its centre, characterised by living Gospel values within the Catholic Church. They commit themselves to provide the best possible education for each child in school and according to their needs and affirming their achievements.

## 1. Aims

This policy aims to:

- Provide background information about the pupil premium grant so that all members of the school community understand its purpose and which pupils are eligible.
- Set out how the school will make decisions on pupil premium spending.
- Summarise the roles and responsibilities of those involved in managing the pupil premium in school.

## 2. Legislation and Guidance

This policy is based on the [pupil premium conditions of grant guidance \(2017-18\)](#), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#). In addition, this policy refers to the DfE's information on [what maintained schools must publish online](#).

## 3. Purpose of the Grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

We also recognise that not all pupils eligible for pupil premium funding will have lower attainment than their peers. In such cases, the grant will be used to help improve pupils' progress and attainment so that they can reach their full potential.

## 4. Use of the Grant

When making decisions about using pupil premium funding, it is important to consider the context of the school and the subsequent changes faced. Common barriers for pupil premium



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'.

By following the key principles below, we believe that we can maximise the impact of our pupil premium spending.

### **Culture**

We will provide a culture where:

- ☐ Staff believe in ALL children.
- ☐ There are no excuses made for underperformance.
- ☐ Staff adopt a 'solution-focused' approach to overcoming barriers.
- ☐ Staff support children to develop a 'growth' mind set towards learning.

### **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 across the school.
- ☐ We use research (such as the Sutton Trust / EEF Toolkit) to support us in determining the strategies that will be most effective.

### **Identification of Pupils**

We will ensure that:

- ☐ ALL teaching staff are involved in the analysis of data and identification of pupils.
- ☐ ALL staff are aware of who pupil premium and vulnerable children are.
- ☐ 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.

### **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:

- ☐ Setting high expectations.
- ☐ Addressing any within-school variance.
- ☐ Ensuring consistent implementation of the non-negotiables, eg. Marking.
- ☐ Sharing good practice within the school and drawing on internal and external (pyramid schools) expertise.
- ☐ Assessing accurately and making good use of joint levelling and moderation.



### **Increasing Learning Time**

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

- ☐ Improving attendance and punctuality.
- ☐ Providing earlier/same day intervention.
- ☐ Making good use of 'early morning work'.

### **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.
- ☐ Matching the skills of the support staff to the interventions they provide.
- ☐ Working with other agencies to bring in additional expertise.
- ☐ Providing support for parents to develop their own skills and support their children's learning within the curriculum.
- ☐ Tailoring interventions to the needs of the child.
- ☐ Recognising and building on children's strengths to further boost confidence.

### **Going the Extra Mile**

In our determination to ensure that ALL children succeed, we recognise the need for and are committed to providing individualised interventions for set periods of time to support children.

### **Monitoring and Evaluation**

We will ensure that:

- ☐ A wide range of data is used – achievement and progress data, pupils' work, observations, learning walks, minimum/advanced expectations and staff, pupil and parent voice.
- ☐ Assessment data is collected regularly so that the impact of interventions can be monitored regularly.
- ☐ Assessments are closely moderated to ensure they are accurate.
- ☐ Teaching staff attend pupil progress meetings each 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.
- ☐ A governor is given the responsibility for pupil premium.



## Reporting

When reporting about pupil premium finding 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 grant received, total spent and total remaining.
- ☐ A summary of the impact of pupil premium funding; performance of disadvantaged pupils and implications for pupil premium spending the following year.

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 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.

Our pupil premium strategy is available here: <http://www.stpaulinuscps.org.uk/pupil-premium>

## 5. Eligible Pupils

The pupil premium is allocated to the school based on the number of eligible pupils in Reception through to Year 6.

Eligible pupils fall into the categories explained below.

### 5.1 Ever 6 Free School Meals

Pupils recorded in the most recent January school census who are known to have been eligible for free school meals at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance).

This includes pupils first known to be eligible for free school meals in the most recent January census.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

### 5.2 Looked After Children

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

### 5.3 Post-looked After Children

Pupils recorded in the most recent January census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order.

### 5.4 Ever 6 Service Children



Pupils:

- With a parent serving in the regular armed forces.
- Who have been registered as a 'service child' in the school census at any point in the last 6 years (as determined by the DfE's latest conditions of grant guidance), including those first recorded as such in the most recent January census.
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

## 6. Roles and Responsibilities

### 6.1 Headteacher and Senior Leadership Team

The Headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school.
- 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 governing board on an ongoing basis.
- Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment.

#### Covid Addendum:

- Those pupils eligible for / in receipt of pupil premium will be able to receive support from school during periods of isolation or lockdown. Kirklees local authority provides those eligible, who are not in school with a daily packed lunch.

- Computing hardware is available for loan from Kirklees whilst a family is isolating / lockdown if the family is in receipt of pupil premium funding and do not have access to a computer.

### 6.2 Governors

The governing board is responsible for:

- Holding the Headteacher and Senior Leadership Team to account for the implementation of this policy.
- 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 the 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 Headteacher and Senior Leadership Team 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.

### **6.3 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.

## **7. Policy Monitoring and Review**

This policy will be reviewed following a 3-year Policy Review Cycle of the school or when there are significant changes to the curriculum that warrant it. It may also be reviewed earlier should it no longer comply with school practice or the legal requirements of schools. At every review, the policy will be shared with the governing board.