



ST. AUGUSTINE OF CANTERBURY CATHOLIC PRIMARY SCHOOL

Pupil Premium Policy

Mission Statement

"I called you by your name, you are mine." Isaiah 43

The mission of our school is to support and further the teachings of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural backgrounds.

We aim to enhance and celebrate their moral, physical, social and emotional development, so that they may reach their full potential in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with parents, carers, children and the wider Catholic community: we will strive and succeed in a wholly inclusive setting.

Equality Statement

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Augustine of Canterbury Catholic Primary School.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy was adopted: January 2021

The policy is to be reviewed: January 2022

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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 St Augustine of Canterbury will make decisions on pupil premium spending
- Summarise the roles and responsibilities of those involved in managing the pupil premium at St Augustine of Canterbury.

2. Legislation and guidance

This policy is based on the pupil premium-conditions of grant 2020-21

[Pupil premium: conditions of grant 2020 to 2021 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on [Pupil premium: virtual school heads' responsibilities - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

and the service premium [Service Pupil Premium: what you need to know \(updated 4 January 2021\) - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

In addition, this policy and the pupil premium strategy report refers to the DfE's information on [What maintained schools must publish online - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to help improve the attainment of disadvantaged pupils and support pupils with parents in the armed forces. Evidence shows that children from disadvantaged backgrounds:

- Generally face challenges in reaching their potential at school
- Often do not perform as well as their peers

We will use the grant to support the children eligible for Pupil Premium, which comprise of 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

In order to meet the requirements, we will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all children.

As part of the additional provisions made for children who belong to vulnerable groups, we will ensure that the needs of socially disadvantaged children are adequately assessed and addressed through termly progress meetings through looking at the individual needs of each child and identifying their barriers to learning.

In making provision for socially disadvantaged children, we recognise that not all those who received free school meals will be socially disadvantaged.

We also recognise that not all children who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child, or group the school has legitimately identified as being socially disadvantaged.

We will not confuse eligibility for the Pupil Premium with low ability, and will remain focused on supporting disadvantaged children to achieve the highest levels.

Some examples of how St Augustine of Canterbury may use the grant include, but are not limited to:

Teaching: Focusing on teaching quality- investing in learning and development for teachers to improve the impact of teaching and learning for all pupils

Academic support: Providing extra individual or small group support including using additional teaching assistants

Wider approaches: help with school breakfast and after school club, help with the cost of educational trips or visits, music lessons for disadvantaged pupils, external professional therapy

We will publish St Augustine of Canterbury's strategy on the use of the pupil premium in each academic year on our school website, in line with the DfE's requirements on what maintained schools must publish online.

Our pupil premium strategy is available here:

[Pupil premium strategy report 2020-21.pdf \(staccp.org.uk\)](https://staccp.org.uk/pupil-premium-strategy-report-2020-21.pdf)

5. Eligible pupils

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

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

The pupil premium for 2020-21 will include pupils recorded in the January 2020 school census who have had a recorded period of free school meals (FSM) eligibility since May 2014, as well as those first recorded as eligible at January 2020.

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

The pupil premium for 2021 will include pupils recorded in the January 2020 school 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 (previously known as a residence order) These are collectively referred to as post-LAC in these conditions of grant.

5.4 Ever 6 service children

For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2020 school census who was eligible for the service child premium since the January 2015 census as well as those recorded as a service child for the first time on the school January 2020 school census. The grant will be allocated as set out below.

The Education and Skills Funding Agency (ESFA) will allocate PPG to schools and local authorities the following amounts:

- £1,345 per pupil for each Ever 6 FSM pupil aged 4 and over in year groups Reception to Year 6, except where the pupil is allocated the LAC or post-Lac premium
- £2,345 per pupil for each post-LAC in year groups Reception to Year 11
- £310 for each pupil aged 4 and over in year groups Reception to Year 11 who is either Ever 6 service child or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

6. Roles and responsibilities

All members of our school community, particularly staff and governors are committed to raising standards and narrowing the attainment gap for our children.

6.1 Head teacher and senior leadership team

The head teacher and senior leadership team are responsible for:

- Implementing this policy across the school
- Ensure all staff are aware of their responsibilities in narrowing the gaps of our children
- 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, 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 and ensure all staff are given the appropriate support to accelerate children's progress and attainment.
- 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

6.2 Governors

The governing board is responsible for:

- Holding the head teacher 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 head teacher, 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 head teacher 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. They will promote an inclusive and collaborative ethos in their classrooms which enable children from disadvantaged backgrounds to thrive.
- Plan and deliver curriculum lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed. They will support disadvantaged groups of children in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- 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

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked after children benefit without delay

- Working with each looked after child's educational setting to put together a personal education plan (PEP), agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed yearly by the SENCo. At every review, the policy will be shared with the governing board.