



# **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: September 2023

The policy is to be reviewed: September 2024

Written by: Angela Liggins

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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 [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). 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.

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**

The spending strategy has been informed by research evidence, referring to a range of sources, including the [guide published by the Education Endowment Foundation \(EEF\)](#)

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 and which aligns with the 3-tiered approach described in the EEF's pupil premium guide.

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.

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. We will look at the individual needs of each child and identifying the main challenges or barriers that they are facing. We will engage with parents/carers to take their views on their child's needs into account.

Our use of the pupil premium and activities align with the DfE's 'menu of approaches'.

We will make sure we use pupil premium as effectively as possible by taking into consideration the interventions which will be the most beneficial to our pupils, based on evidence. We will integrate pupil premium interventions into the curriculum.

We will make sure all staff promote the principles and ethos of the pupil premium strategy.

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 or through running catch-up and booster sessions before or after school. This may also include individual or group tuition from a Tuition Partner.

**Wider approaches:** help with the funding educational trips or visits or tackling non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support.

We will publish our pupil premium strategy on **St Augustine of Canterbury's 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 and using the templates on GOV.UK.

Our pupil premium strategy statement is also available on our website

## 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

Pupils recorded in the most recent October school census who are known to have been eligible for free school meals (FSM) 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 October census. This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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 (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

## **5.3 Post-looked after children**

Pupils recorded in the most recent October 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.
- In state care from outside England and Wales before being adopted

## **5.4 Ever 6 service children**

Pupils recorded in the most recent October census:

- 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 October census.
- In receipt of a child pension from the Ministry of Defence because one of their parents dies while serving in the armed forces.

# **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:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring 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, 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 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 GOV.UK.
- 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.
- Planning and delivering curriculum lessons to a high standard and supporting 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 annually by the Designated teacher for Looked After Children and the Co-ordinator of Pupil Premium. At every review, the policy will be shared with the governing board.