



PUPIL PREMIUM POLICY

St John's Catholic Comprehensive School

OUR MISSION STATEMENT

Excellence for all
Service to others
Inspired by Christ

This Policy was adopted by Learning & Development

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Owner: Laura Weller

Quality Assured: Matt Barron

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1. PURPOSE

1. To enable all pupils to achieve in all areas of the curriculum, to enjoy their learning, achieve well and make very good progress in relation to their prior attainment and in line with the express wishes of the Church to show a 'preferential option for the poor'.
2. To enable all pupils to be confident and self-motivated and to take advantage of opportunities to make a positive contribution to the school and wider community thus enabling them to fulfil their God given potential as part of our Catholic Mission.
3. To plan realistically, making effective use of the school's resources in order to achieve the best possible learning outcomes for pupils, together with developing effective working relationships with all other agencies involved in achieving ECM outcomes.

Staff look forward to working in partnership with parents and children to maximise their potential – intellectually, personally, socially, physically, morally and spiritually.

Everyone is welcome here, regardless of race, creed, colour, culture or special need. We:-

- Pride ourselves on the inclusive nature of our school and celebrate diversity
- Have faith in everyone's ability to achieve make a positive contribution to our school and beyond
- Want to enhance the life chances of everyone in our school community
- Believe in continual review and evaluation of our work
- Regularly seek the views of our stakeholders to inform and improve practice

2. PRINCIPLES

Every child with his/her individual needs and gifts is unique and special. We recognise that every child is created in the image of God.

All members of staff, governors and teaching assistants:

- Accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social, and academic needs within a caring environment.
- Are committed to creating as happy, relaxed, safe and purposeful atmosphere in which each child and adult can develop personally, socially and morally: where positive and co-operative relationships, tolerance, understanding and respect for all people are inherent.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

3. BACKGROUND

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential.

The Government have used pupils entitled to Free School meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School meals. This fixed amount of money will increase every year of the course of this current Parliament. At St John's Catholic School we use the indicator of those eligible for Free School meals as our target children to 'narrow the gap' regarding attainment.

The government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment and 'narrow the gap'. Schools will be accountable for narrowing the gap and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

4. PROVISION

In order to meet the above requirements, the Governing Body of St John's Catholic School will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils.

As part of the additional provision made for pupils who belong to vulnerable groups, the Governors of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through on going pupil progress monitoring.

In making provision for socially disadvantaged pupils, the Governors of the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The school will not confuse eligibility for the Pupil Premium with low ability and will remain focused on supporting disadvantaged pupils to achieve the highest levels.

5. THE RANGE OF PROVISION

- Facilitating pupils access to education
- Facilitating pupils access to the curriculum
- Additional teaching and learning opportunities

The Key Stage Leaders, in conjunction with the Headteacher, will maintain an on-going programme of support for socially disadvantaged pupils, which will be subject to monitoring by the Governors.

6. REPORTING

It will be the responsibility of each respective Key Stage Leader to produce a report for the Governors which will include information on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support

- It will be the responsibility of the main Governing body to ensure an outline of the school's progress towards 'narrowing the gap' for socially disadvantaged pupils is given to the School's Governors on a termly basis.

The Governing body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils in conjunction with the revised schools profile/report.

7. SUCCESS CRITERIA

The evaluation of this policy is based on how quickly the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil Premium are:

- Early intervention and support for socially disadvantaged children
- The vast majority of socially disadvantaged children will meet their individual targets
- Effective parental pupil school support
- Having an effective system for identifying, assessing and monitoring pupils.
- Having a whole-school approach
- Create a positive atmosphere in which pupils' differences are recognised and valued as full members of the school community
- Developing confident and independent learners