



St Peter's Catholic Academy



Pupil Premium Policy

OUR MISSION

“Together One Family, One Community in Christ.”

St. Peter's Catholic Academy recognises that gospel values and the teachings of the church are central to the life of the school. The school aims to create an environment where children can develop physically, emotionally, socially and morally fostering co-operation and communication between home, school, parish and the local community. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others.

BACKGROUND

The Pupil Premium is a government initiative that targets extra money at pupils from disadvantage backgrounds. Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

Rationale

At St Peter's Catholic Academy we take seriously our responsibility to use the Pupil Premium Funding to improve the outcomes for children identified as socially disadvantaged. We are committed to meeting their academic, pastoral, social and academic needs in a nurturing and caring environment. The Pupil Premium funding will be used strategically for every entitled child to develop their true potential, irrespective of need.

Aims

We have high aspirations and ambitions for our children and we believe that every child can achieve. As a result at St Peter's Catholic Academy we have the following aims:

- We will ensure that teaching and learning opportunities meet the needs of all of our pupils including higher attaining children
- We will ensure that appropriate provision is made for the pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed



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- In making provision for socially disadvantaged pupils, we recognise that not all pupils who attract Pupil Premium funding are socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered for or qualify for FSM
- We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils that we have legitimately identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Flexibility and availability of resources will mean that not all children attracting funding will be in receipt of interventions at any one time

By doing so we believe we will have an impact on pupils:

- self-esteem and confidence
- progress and achievement
- ability to monitor and manage their own learning
- attitude towards learning and attendance
- encourage pupils to be more aspirational
- well-being and mental health
- access to their full curriculum entitlement

Tiered approach

Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas:

Teaching

We will ensure that all disadvantaged students receive high quality, challenging teaching which allows them to make better progress, raises their aspirations, draws on a strong evidence bases and is effective in terms of both cost and impact. The curriculum will engage the interests and support the aspirations of disadvantaged students so that they have the knowledge and cultural capital they need to succeed in life. Following the Covid 19 pandemic a recovery curriculum will be in place to close any gaps created as a result of lockdowns and the recovery premium funding used as appropriate.



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Academic support

At St Peter's we will ensure that all disadvantaged students with specific learning needs are provided with the support, environment and resources which they need to make progress. This could be through:

- recovery premium funding used to address any identified gaps
- structured interventions
- math and English interventions

Wider approaches

This may include non-academic use of the pupil premium such as:

- music lessons for disadvantaged pupils
- help with the cost of educational trips or visits
- speech and language therapy
- stretch and smile sessions
- Forest school

Reporting Effectiveness of Pupil Premium Grant

We will monitor and evaluate the achievement of our Pupil Premium pupils as an individual group in comparison to all other pupils within our schools via the analysis of our internal teacher assessment and standardised testing, attendance data and behaviour logs, pupil interviews and any other specific monitoring activity on a termly basis.

A report will be produced each term by the Pupil Premium Lead to the appropriate academy committee on the use and effectiveness of the PPG.

The report will include the following information;

- ✓ A detailed analysis of the progress made by children and identified groups in terms of narrowing the achievement gap (Pupil Premium against non-Pupil Premium students).
- ✓ Provision for identified children and groups across the school.
- ✓ An analysis and evaluation of the cost effectiveness of the allocated PPG in terms of the progress made by the students receiving a particular provision.

The Academy Committee will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Academy Committee will ensure that a pupil premium strategy is published on how the Pupil Premium funding has been used to address the issue of 'closing the gap', for socially disadvantaged



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students, and what the impact has been. Publication will include posting the statement on the school website.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Review This policy will be reviewed annually in the light of any statutory or advisory changes (eg Ofsted Reports)