



# St Anne's RC Primary

*'We Grow Together in God's Love'*

## Pupil Premium Policy 2021-22

### Mission Statement

We grow together as a Catholic Faith Community, as we follow and promote Gospel values in all we do. We grow together in wisdom, as we encourage each child to achieve their full potential, academically, spiritually and socially and in a spirit of confidence. We grow together in respect, friendship and responsibility, as we reach out to those in our wider community.

We Grow Together in God's Love.

### 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

### Legislation and guidance

This policy is based on the [pupil premium conditions of grant guidance \(2021-2022\)](#), 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](#).

### Purpose of 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.

### Use of grant

At St Anne's we understand that challenging socio-economic circumstances can create additional barriers to success for children. However, we strongly believe that these challenges can be overcome. We believe that having a broad and balanced curriculum is imperative to improve attainment and progress. At St Anne's we also believe that quality first teaching is paramount to improving outcomes for disadvantaged children. Excellent teaching can be achieved by all teachers through high quality professional development and shared outstanding practice. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

All children need opportunities to enrich their lives through first hand experiences. We ensure that where children are unable to access these through home, the opportunities are provided for them by school. This ensures all children have access to a wide variety of cultural capital, experiences and opportunities to help them flourish, grow and achieve their full potential.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our spending strategy is informed by research evidence, including the [guide published by the Education Endowment Foundation \(EEF\)](#); Ofsted: Children hardest hit by COVID-19 pandemic are regressing in basic skills and learning - GOV.UK ([www.gov.uk](http://www.gov.uk)) and <https://www.cam.ac.uk/stories/digitaldivide>

The key challenges to achievement that we have identified among our disadvantaged pupils are for this academic year are:

1. Attendance: Maintaining current good levels of attendance is imperative to ensure that all children attend school in order to access all that school offers
2. Emotional Health and Well-being
3. Speech and language / vocabulary / writing
4. Phonics and reading
5. Math
6. Limited cultural capital and enrichment activities

Below are some examples of how St Anne's uses the grant include (but are not limited to):

- Retention of pastoral staff to support families who are vulnerable
- Retention and appointment of Teaching assistants and teachers to make staff to pupils more favorable and allow for collaborative learning, small group learning in addition to allowing interventions to be run.
- Targeted speech and language interventions including NELI and breakfast club
- Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic: targeting maths, phonics and reading inference
- Enhance cultural capital and increase first hand experiences,

We will publish our strategy on the school's use of the pupil premium in each academic year on the school website, in line the DfE's requirements on what maintained schools must publish online and using the templates on GOV.UK.

Our pupil premium strategy is available here: [PUPIL PREMIUM | Annes \(\[stannesrc.co.uk\]\(http://stannesrc.co.uk\)\)](#)

## **Eligible pupils**

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

Eligible pupils fall into the categories explained below.

### **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 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.

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

### **2 Looked after children**

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

### **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.

### **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 died while serving in the armed forces

## **Roles and responsibilities**

### **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
- 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
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

## **Governors**

The governing board is responsible for:

- Holding the headteacher 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 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

## **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

## **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, 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.

## **Monitoring**

This policy will be reviewed annually by the head teacher, senior leadership team and the Pupil Premium lead. At every review, the policy will be shared with the governing board.

Next Review Sept 2022