



Saint Thomas More Catholic Primary School

Pupil Premium Policy

Consulted with staff	Jan 2023
Agreed by governor committee	Not applicable
Ratified by full governing body	
Date for review	Jan 2026
Signature of Chair of Governors	
Signature of Headteacher	

1.Introduction

1.1 Jesus Christ said 'Let the children come to me, do not hinder them' (Matthew 19:14). As a Catholic school it is our mission to educate pupils in such a way that no matter what their abilities or background they may reach their full potential as human beings. We thus seek to overcome any hindrance that might prevent any pupil accessing the fullness of the curriculum, opportunities and activities we offer.

1.2 Our school recognises that not all pupils who are eligible for pupil premium are underachieving, while some pupils may be underachieving and not eligible for pupil premium funding. It is school policy to plan, adapt and prepare for any individual or group, in which any area of under-performance is evident. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

2 Overview:

2.1 The Pupil Premium was first introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils and targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential

2.2 The Government has used pupils entitled to free school meals (FSM), adopted, looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. The service premium is designed to address the emotional and social well-being of these pupils.

2.3 The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment by ensuring that funding reaches the pupils who need it most.

3 Aims

3.1 To provide all pupils with fair and equal opportunities to achieve and excel in all curriculum areas; using and applying the most effective pedagogy, (see Teaching and Learning Policy), supported by use of additional, delegated funding.

3.2 To work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and intervention in order to secure individual progress and achievement.

3.3 To work with external partners and organisations to provide additional support for the social, emotional health and well being of all pupils with potential barriers to learning and achievement.

3.4 To ensure governors fulfil statutory responsibilities to make effective use of pupil premium funds in order to impact positively on pupil's achievement and attainment.

3.5 To outline how we ensure the pupil premium funding is spent to maximum effect.

3.6 To use sound, evidence-based pedagogy so that pupil premium funding is allocated and spent in the most effective way, providing positive outcomes and value for money.

3.7 To enable children who are eligible for pupil premium funding to overcome barriers to their learning so that the attainment difference between them and their non-disadvantaged peers nationally is diminished.

4. Legislation and guidance

4.1 This policy is based on the guidance from the Department for Education (DfE)- Guidance Pupil Premium: overview (updated Dec 2022) and DfE- Using pupil premium :guidance for school leaders March 2022. Education Endowment Foundation Toolkit and guidance.

5. Use of the grant

5.1 When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied.

5.2 We use evidence-based research and resources and findings found through the Education Endowment Foundation (EEF) which show most cost-effective ways to have the greatest impact on children's learning.

5.3 We engage with parents/carers to take their views on the needs of their children into account.

5.4 We publish our strategy on the school's use of pupil premium funding each academic year on the school website, in line with the DfE's requirements.

6. Eligible pupils

6.1 The pupil premium grant is allocated to the school based on the number of eligible pupils between Reception and Year 6. Funding for pupils is allocated based on the autumn census where pupils are known to be eligible for free school meals. For children in EYFS, funding is based on returns from the spring census. (The Key Apr 22)

Eligible pupils fall into the categories explained below.

6.2 Ever 6 free school meals

6.2.1 Pupils recorded 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).

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

6.3 Looked after children

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

6.4 Post-looked after children

6.4.1 Pupils recorded in the most recent Autumn 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.

6.5 Ever 6 service children

Pupils:

6.5.1 With a parent serving in the regular armed forces

6.5.2 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 January census

6.5.3 In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

7. Roles and responsibilities

7.1 Headteacher and senior leadership team

A designated member of the SLT maintains an overview of pupil premium spending. The designated leader is the Deputy Headteacher.

The headteacher and senior leadership team are responsible for:

7.1.1 Keeping this policy up to date, and ensuring that it is implemented across the school

7.1.2 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

7.1.3 Planning pupil premium spending and keeping this under constant review, using an evidence-based approach.

7.1.4 Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding

7.1.5 Reporting on the impact of pupil premium spending to the governing board on an ongoing basis

7.1.6 Publishing the school's pupil premium strategy on the school website each academic year, as required by the DfE

7.1.7 Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

7.2 Governors

7.2.1 There is a designated link governor for pupil premium

The governing board is responsible for:

7.2.2 Holding the headteacher to account for the implementation of this policy

7.2.3 Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant

7.2.4 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

7.2.5 Monitoring whether the school is ensuring value for money in its use of the pupil premium

- 7.2.6 Challenging the headteacher to use the pupil premium in the most effective way
- 7.2.7 Setting the school's ethos and values around supporting disadvantaged members of the school community

7.3 Class Teachers

7.3.1 All staff need to be aware of the children eligible for pupil premium funding within their setting

Class teachers are responsible for:

- 7.3.2 Implementing this policy on a day-to-day basis
- 7.3.3 Setting high expectations for all pupils, including those eligible for the pupil premium
- 7.3.4 Identifying pupils whose attainment is not improving and putting plans in place through quality first teaching and interventions in place as applicable. Then monitoring the effectiveness of these interventions and changing them if they are not working.
- 7.3.5 Sharing insights into effective practice with other school staff
- 7.3.6 Analysing data, progress and attainment of all pupils (eg. Pupil Progress meetings following each assessment period) so that impact of quality first teaching and interventions can be monitored
- 7.3.7 Ensuring all pupil premium children benefit from the funding, not just those who are underperforming
- 7.3.8 Tackling underachievement at all levels, not just lower attaining pupils
- 7.3.9 Considering children's individual needs so that we provide support for those children who could be doing "even better if...."
- 7.3.10 Giving regular feedback about performance to children and parents through pupil profiles sent home and communication with parents including parent consultations and focused conversations with targeted 'Making a Difference' pupils.
- 7.3.11 Using case studies to evaluate the impact of pastoral interventions, such as on attendance and behaviour and where a child has complex needs.

7.5 Admin Team

- 7.5.1 To record and monitor the delegation of funding for pupil premium
- 7.5.2 To provide information on the allocation of pupil premium funding through the school web site and reports to governors.
- 7.5.3 To work with administrative staff members to monitor attendance of all children.
- 7.5.4 To work with administrative staff to monitor spend of funding on individual pupils and be proactive when parents of pupil premium children come requesting financial help with visits/ uniform etc.
- 7.5.5 To reserve a certain percentage of places for before/after school clubs for pupil premium pupils and arrange payment of a nominated number per year. This is reviewed termly.- *Can we still do this on Arbor?*

7.5.6 To make parents aware of Pupil Premium funding and support them in applying to see if their child is eligible for pupil premium funding.

7.6 Learning Mentor

7.6.1 To maintain records of the impact of mentoring, providing feedback to the class teacher.

7.6.2 To work with admin staff to monitor attendance

7.6.3 To liaise with external partners and agencies where appropriate

7.6.4 To seek to promote the personal wellbeing of pupils and their involvement in the wider opportunities available through the extended curriculum.

7.6.5 To work with class teachers, pupils and parents in supporting provision for pupils.

7.6.6. Through induction process inform parents of the Pupil Premium Grant and how parents can contact office to help with application.

7.7 Virtual school heads

7.7.1 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

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

7.7.3 The school's LAC lead is our deputy Head Teacher who is also the PP Lead. They have responsibility for liaising with the virtual school heads regarding any LAC and keeping the child's Personal Education Plan (PEP) up to date. They also need to monitor use of additional funding to support the children progress in working towards their targets identified in PEP.

8. Other ways to accelerate progress of all pupils including those eligible for pupil premium funding

8.1 Improving Day to Day Teaching - Quality First Teaching

8.1.1 Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers and SLT. Focus will be on improving quality first teaching and providing interventions if appropriate and manageable.

8.1.2 If a pupil has been identified, at our pupil progress meetings with teachers, as underachieving, or possibly having special educational needs, or a disability, they will be closely monitored by teaching staff in order to gauge their level of learning and possible difficulties.

8.1.3 The child's class teacher will take steps to provide learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Interventions will be monitored, progress assessed and adjustments to teaching made where necessary.

8.1.4 The PP Lead, and SENDCo when appropriate, will be consulted as needed for support and advice and may wish to observe the pupil in class. This may result in other agencies being involved.

8.1.5 Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

8.1.6 We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our Leaders of Learning and Subject Leaders to:

- Set high expectations
- Address any within-school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation
- Ensure quality of intervention through regular monitoring

6.2 Increasing learning time

We will maximise the time children have to "catch up" through:

6.2.1 Improving attendance and punctuality

6.2.2 Providing earlier intervention (KS1 and EYFS)

6.2.3 Extended learning out of school hours: before school, after school interventions, booster sessions in term time.

6.3 Individualising support

We will ensure that the additional support we provide is effective by:

6.3.1 Looking at the individual needs of each child and identifying their barriers to learning

6.3.2 Ensuring additional support staff and class teachers communicate regularly

6.3.3 Using Learning Assistants and teachers to provide high quality teaching and interventions across their phases

6.3.4 Matching the skills of the support staff to the interventions they provide

6.3.5 Working with other agencies to bring in additional expertise, e.g. Speech and Language Therapist, Ethnic Minority Achievement Service (EMAS)

6.3.6 Providing extensive support for parents;

- workshops to support their children's learning within the curriculum
- to manage in times of crisis (Learning Mentor, Citizens Advice Bureau CAB)

6.3.7 Tailoring interventions to the needs of the child (e.g. Targeted sessions in the afternoons for children who struggle in the main lesson)

6.3.8 Recognising and building on children's strengths to further boost confidence

6.4 Going the Extra Mile

6.4.1 In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

6.5 Making A Difference Focussed PP Children

6.5.1 Each academic year non SEND children who are eligible for pupil premium funding are identified as a Focussed PP child. [Non- SEND children are not chosen as parents of SEND children already attend a termly meeting with the class teacher]. Ideally there should be two Focus Making a Difference' PP children in each class from Year 1-6 where appropriate.

6.5.2 The parents/carers of the Focus Making a Difference' PP children will then be invited to attend an additional focussed conversation that takes place termly with the class teacher. Within this meeting potential barriers are identified and the parent/carer gives the class teacher/ and learning mentor a deeper insight into their child and homelife. Throughout the time the child is a focussed 'Making a Difference' child the relationship between school and home will be strengthened.

6.5.3 During the meeting three targets are set, one personal and two academic. How school and home can help to achieve this target will also be recorded. This will then be shared with the child so they witness the strength of partnership between home and school.

6.5.4 During the course of the academic year these targets will be monitored and changed appropriately. There will be termly focussed 'Making A Difference' conversations where targets are reviewed and new targets set.

6.5.5 At the end of each academic year, progress of all pupil premium children is closely monitored and the focussed 'Making A Difference' PP children reviewed and a new cohort formed. Children are allowed to stay as a Focussed 'Making a Difference' PP child for a maximum of two consecutive years.

7. Monitoring arrangements

This policy will be reviewed annually by the pupil premium lead and then shared with staff. At every review, the policy will be shared with the governing body.

8. Allocation of pupil premium funding

8.1 Pupil premium spending is based upon Education Endowment Foundation research and is prioritised as follows:

Pupil premium spend	Impact evidence from EEF	Cost
Quality first teaching High- quality teaching. EEF shares the best evidence indicates that great	Very high	High

teaching is the most important lever schools have to improve the outcomes for their pupils. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.		
<p>Development of clear and effective consistent systems throughout the school.</p> <p>The pupil premium strategy needs to be evidence-based and communicated very clearly to all staff members, pupils and parents. Systems for teaching, learning, assessment and behaviour need to be clear, effective and consistent. Systems need to be monitored closely and marginal improvements made so that standards are pushed upwards. This may involve:</p> <ul style="list-style-type: none"> • Non-contact time for staff members; • The use of external consultants; • Subscription to research projects; • Development of technology including virtual learning platforms • Provision of free school uniform 	Not applicable	High
<p>Provision of effective feedback.</p> <ul style="list-style-type: none"> • Staff training on providing effective, timely feedback to students • Release time for senior and middle leaders to monitor impact and develop teaching practice in a coaching style • Cost of policy development for the marking and feedback policy 	Very high impact +6mths	Low cost
<p>Meta-cognition and self-regulation strategies.</p>	High impact +7mths	Low cost

<ul style="list-style-type: none"> • Staff training on meta-cognition and “learning to learn” • Coaching for teachers from members of SLT • Release time for senior and middle leaders to monitor impact and develop practice • Training and practice development on growth mind set and positive learning attitudes • Philosophy 4 Children • Education on different learning styles 		
Reading comprehension strategies <ul style="list-style-type: none"> • Pixl reading assessment and therapies • Coaching • Reciprocal Reading Intervention 	High impact +6mths	Low cost
Mastery Learning <ul style="list-style-type: none"> • Power Maths mastery scheme • Coaching • Effective questioning using Bloom’s Taxonomy • Kagan co-operative learning structures • Additional resources from White Rose, NCETM etc 	High impact +5mths	Low cost
Collaborative learning <ul style="list-style-type: none"> • Policy development for effective group work • Kagan co-operative learning structures • Development of children as peer tutors and “lead learners” • Peer mediation 	High impact +5mths	Low cost
Early years intervention – oral language interventions <ul style="list-style-type: none"> • Use of SALT • Word Aware programme • Additional Occupational therapy support 	High impact +6mths	High cost
One-to-one tuition <ul style="list-style-type: none"> • One to one and small group intervention sessions as required 	High impact +5mths	High cost

Phonics <ul style="list-style-type: none"> • Read Write Inc training • Phonics interventions • Monitoring of phonics • Smaller groups for phonics 	Moderate impact +5mths	High cost
Outdoor adventure learning <ul style="list-style-type: none"> • Forest school • Dol-y-Moch for Y6 • Alton Castle for Y5 • Conkers for Y4 	Moderate impact +4mths	High cost
Digital technology <ul style="list-style-type: none"> • IT technician • ICT curriculum 	Moderate impact +4mths	Moderate cost
Parental involvement <ul style="list-style-type: none"> • 3 targeted conversations throughout a year as part of the Target PP Child • Parent curriculum workshops • Development of effective parental liaison policies 	Moderate impact +4mths	Moderate cost
Other measures which may include: <ul style="list-style-type: none"> • Subsidy of school trips; • Free school uniform; • Holiday sports school • Assessment for learning; • Intervention groups; • Salary costs for key personnel including the pupil premium lead, assessment leader, learning mentors, attendance officers 	Variable	Variable

8. Links to other policies

Teaching and Learning Policy

Monitoring and Evaluation

Assessment