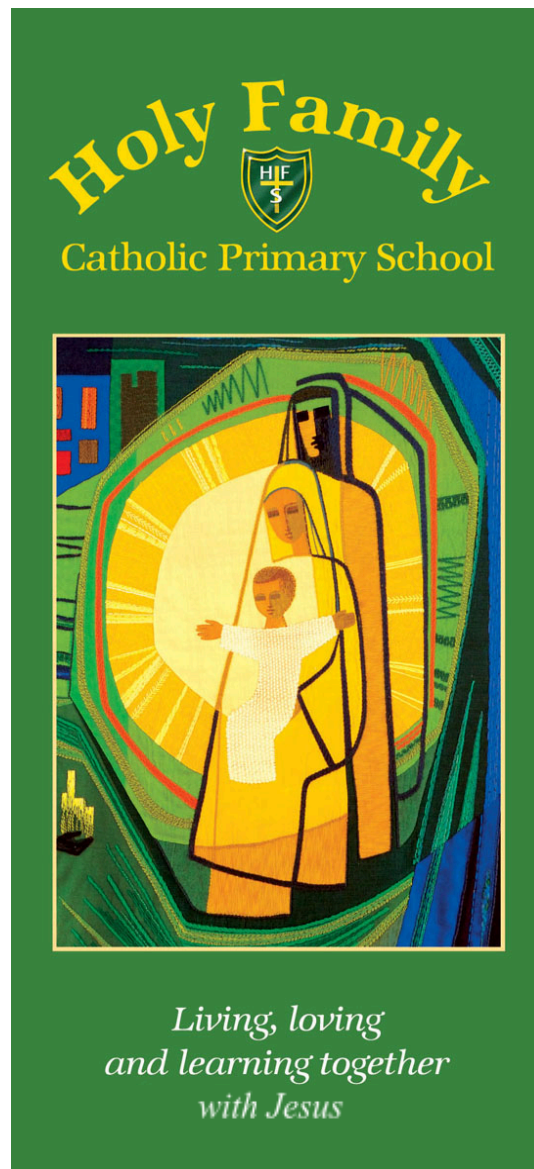


Holy Family Catholic Primary School

The Rosary Trust



Pupil Premium Policy



PUPIL PREMIUM POLICY

Mission Statement

This policy has been written in line with the School's Mission Statement:

'In our Catholic School, with God at the centre of our lives,
We offer every child a high standard of education.
We meet individual needs, in a caring and loving community,
Which celebrates our faith'.

...Living, Loving, Learning, Together with Jesus...

Aims

The purpose of this policy is to outline how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

Legislation and guidance:

This policy is based on the

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2024-to-2025> published by the Department for Education (DfE). It is also based on guidance from the DfE on <https://www.gov.uk/government/publications/pupil-premium/pupil-premium#service>. In addition, this policy refers to the DfE's information on <https://www.gov.uk/guidance/what-maintained-schools-must-publish-online>, and complies with our funding agreement and articles of association.

Eligible Pupils

Ever 6 Free School Meals: Pupils who are recorded in the most recent January 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 January census.

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

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

Post Children in Care: Pupils recorded in the most recent January 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.

Ever 6 Service Children: Pupils with a parent serving in the regular armed forces; who have been registered as a 'service child' in the school census at any point during 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 or in receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces.

Funding

For the financial year 2024-25 we are anticipating receiving £72,520. Please note this figure is subject to change due to pupil movement.

The DfE has given us the freedom to use the Pupil Premium as we see fit, based upon our knowledge of our pupil needs.

'It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.'

However, we are accountable for the use of this additional funding.

The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals.

Over time, this has increased and at the time of writing, the Pupil Premium funding rates are:

Free School Meals (FSM) Ever 6 for Primary-aged pupils:	£1,480 per pupil
Looked-After Children (LAC):	£2,570 per pupil
Previously Looked-After Children (PLAC):	£2,570 per pupil
Service Pupil Premium (SPP):	£340 per eligible pupil

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.

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. The Pupil Premium also provides funding for children who have been looked after (LAC) continuously for more than six months, who are adopted or have been previously looked after and the children of service personnel.

Use of the Grant

Use of the grant alters slightly from year to year depending on the challenges faced by the pupils. The school aspires for all pupils to achieve their full potential and the Pupil Premium grant allocated is used to narrow the attainment gaps which currently exist between disadvantaged pupils and their peers.

The school uses evidence based research from the Education Endowment Foundation <https://educationendowmentfoundation.org.uk/> and other sources to ensure appropriate provision is in place.

Prioritisation of Use of the Pupil Premium

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used effectively for its intended purpose. We also recognise that the Direct Schools Grant (DSG) has an element of deprivation funding included in it to address the attainment of our disadvantaged pupils.

- Use the latest evidence-based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing board.
- Recognise the fact that FSM pupils is not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take this group and individual needs fully into account, as well as the needs of the whole school cohort.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.

Development of the Pupil Premium Policy

This policy is part of our commitment to reducing inequalities in outcomes and promoting the inclusive nature of the work we do at our school. In developing this policy, we have considered our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. For some pupils, especially ethnic minorities, English as an additional language, Special Educational Needs and pupils with disabilities can all suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework, which places a strong focus on narrowing gaps in attainment. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have Special Educational Needs.

Links to Other Policies and Documentation

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils we will, however, ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, is also included in key documents such as our school improvement plan, self-evaluation review, the school prospectus, school website and newsletters. As policies are reviewed, references to disadvantaged pupils will also be made.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head and Senior Leadership Team

The Headteacher and Inclusion Manager, who is also our Disadvantaged Champion, are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of knowledge in our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Headteacher to include the following information in the annual report for

Governors:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils.
- An outline of the provision that has been made since the last annual report.
- 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.

The Head Teacher and Inclusion Manager have day-to-day responsibility for co-ordinating the implementation of this policy and monitoring outcomes.

Teaching and Support Staff will:

- Implement this policy on a day-to-day basis.
- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Keep up to date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Local Governing Board

Our Local Governing Board has an important role in ensuring our school complies with legislation and that this policy, along with its specific actions for narrowing the gaps, is implemented. **They also hold the Headteacher to account for the implementation of this policy.**

Our Local Governing Board will at least termly, keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of

the school in relation to the Pupil Premium, the Governing Board will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

Each academic year, our Governors will ensure that our pupil premium strategy is evaluated and our priorities are reviewed as dictated by the needs of the children.

Monitoring and Reviewing the Pupil Premium Policy

Our work in relation to the Pupil Premium will be reviewed on a **regular** basis to ensure it is having the intended impact in narrowing the gap. This will allow us to review progress and make adjustments if particular strategies are not working well.

Our Pupil Premium Strategy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gap.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect.

Disseminating the Pupil Premium Policy

This Pupil Premium policy along with the details of actions will be published:

- On our website.
- In the staff policy file and as part of induction for new staff.

We will also use other methods and occasions, as appropriate, to share information about the Pupil Premium.

Policy Date: April 2025

Policy Review Date: April 2027

.....Living, Loving, Learning Together with Jesus.....