



**St Augustine of Canterbury
Catholic Primary School**

Pupil Premium Policy

DATE:

Version History	Date	Reason for Amendment
1.0		Review
2	March 2021	Review

“Created by God to love and learn”

Table of Contents

I.	Document Information	1
II.	Introduction	3
III.	Section A: Policy, Aims and Objectives.....	3
	1. Policy	
IV.	Appendix Three: Equality Impact Assessment -Groups that may be affected:	

Author	Head Teacher	Review Frequency	Every 2 years Subject to local education authority and/or national policy change
Date of Ratification	March 2021	Related Policies	
Review Group	Curriculum Committee	Chair of Governors Signature	
Review Date	March 2023		

Pupil Premium Policy 2021

Responsibility

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.

The person co-ordinating the day to day provision of education for 'socially disadvantaged' children is the SENCO, Mrs Deanne Fitzpatrick, who is a member of the Senior Leadership Team.

The Inclusion Governor for the school is Clare Malone.

Mission statement

St Augustine of Canterbury Catholic Primary School provides an education that inspires and nurtures God's children to succeed to their full potential as we are...

"Created by God to love and learn"

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.

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.
- 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 compare with their peers.

Provision

- In order to meet the above requirements, the Governing Body of St Augustine of Canterbury Catholic Primary 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 evaluated through Pupil Progress meetings.

- 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 Governors also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

The range of provision

The range of provision provided will aim to remove barriers to learning in one or more of the following areas:

- a) Facilitating pupils' access to education.
- b) Facilitating pupils' access to the curriculum.
- c) Additional teaching and learning opportunities.
- d) Alternative support and intervention, arranged through a pupil's parents, where funds are available after securing the school's own programme.

The SENCO, in conjunction with the Head teacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the Inclusion Governor.

Reporting

The SENCO will report once a year on the use and effectiveness of the Pupil Premium Funding.

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.
- Provision for children and groups across the school.
- An analysis and evaluation of the effectiveness of the allocated Pupil Premium Funding.

The SENCO will meet twice a year with the Governor responsible for Pupil Premium to discuss the funding and its impact in school.

The Governors of St Augustine of Canterbury Catholic Primary School will ensure that there is an annual statement to on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education Officer as necessary and published on the school website.

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. Targets will be identified and evaluated annually and included in the School Improvement Plan.

The success criteria for the Pupil Premium Policy are:

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

Appeals

Any appeal in connection with the disposition of the pupil premium funding will be dealt with through the Governors' appeals panel.

Equality Impact Assessment -Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact x or n.a.
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment (transsexual)		
Marriage and civil partnership		
Pregnancy and maternity		
Racial groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X (Homework Club)
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		