

THE HOLY FAMILY CATHOLIC PRIMARY SCHOOL

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Pupil Premium Policy

Date: 2024



OFSTED July 2019

Pupils feel safe in school and believe that the adults take good care of them.
The quality of teaching, learning and assessment in the school is strong.



**CATHOLIC SCHOOLS
INSPECTORATE**
THE NATIONAL FRAMEWORK FOR THE INSPECTION OF CATHOLIC SCHOOLS, COLLEGES AND ACADEMIES

Catholic Schools Inspection February 2023

'The visitor is left in no doubt that this is a loving Catholic school that prides itself on a genuine, warm welcome.'

'Staff provide the highest level of pastoral care; there is a deep commitment to the most vulnerable.'

'Prayer is central to life in Holy Family.'

At The Holy Family School we are committed to Safeguarding Children

'As a family we live, love, learn and celebrate with Jesus.'

Pupil Premium Policy

Aims:

At The Holy Family School, we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that will make the difference, and we are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding represents a proportion of our budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium grant is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), 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. This fixed amount of money is expected to increase every year for the course of this current Parliament. At The Holy Family School we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Context

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced in addition to recommendations outlined within external research, such as, The Educational Endowment Foundation and their tiered approach to work in this area focuses on:

1. Quality First Teaching
2. Targeted academic support
3. Wider Strategies

Key Principles

By following the key principles below, we believe we can maximise the impact of our pupil premium spending.

Quality First Teaching: *‘Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils.’ (EEF, September 23)*

We will ensure:

- High expectations are set for ALL
- Good practice within the school is shared and external expertise used effectively
- High quality CPD is provided to all staff
- Assessment procedures are robust through joint levelling and moderation
- A growth mindset is modelled and promoted
- Metacognitive classrooms are developed
- Individual barriers to learning are identified at the earliest point
- A whole school approach to oracy is developed
- Specific SMART targets for English and maths are set and reviewed each half term for ALL children

Targeted academic support: *We know from a wide body of evidence that targeted academic support can have a positive impact on learning, particularly for those Pupil Premium pupils who are not making good progress. (EEF, September 23)*

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils’ needs through termly pupil progress meetings
- Provision mapping is used to carefully managed by outline the personalised planning in place as well as reflecting on the impact and identifying next steps
- Targeted support is carefully planned and delivered with the impact being monitored half termly
- Evidence informed strategies and interventions are used as much as possible
- Staff are trained appropriately to deliver the intervention/support required
- External advice is sought and actioned where appropriate
- A robust monitoring system is in place, such as learning walks, collecting pupil voice, book looks and lesson observations

Wider strategies *‘Significant non-academic challenges—such as attendance, behaviour, and social and emotional needs—can have a negative impact on academic outcomes.’ (EEF, September 23)*

We will ensure that:

‘As a family we live, love, learn and celebrate with Jesus.’

- Children have access to a wide range of personalised wellbeing support if needed, such as Drawing and Talking sessions, play therapy, ELSA, Nurture sessions and Rainbows
- Attendance is monitored closely by the Headteacher
- The AHT (Inclusion) invites all families to meet to discuss both academic and non-academic challenges
- Families have the opportunity to attend free enrichment opportunities both within and after school
- Yearly expenditure is outlined as early as possible to ensure families have time to budget and manage finances as well as having the opportunity to discuss payment plans discreetly if needed