



# **St Joseph's Catholic Voluntary Academy Pupil Premium Policy**

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**Head** \_\_\_\_\_

**Chair of Governors** \_\_\_\_\_

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## Statement of intent

### *Our Mission Statement*

*We are proud of our school as a place of learning, prayer and happiness.  
Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and to  
be kind to one another so that we can grow stronger together in our faith.  
Hand in Hand with God we learn.*

At **St Joseph's Catholic Voluntary Academy, Derby**, we believe that the highest possible standards can only be achieved by having the highest expectations of all learners. Some pupils from disadvantaged backgrounds require additional support; therefore, we will use all the resources available to help them reach their full potential.

The PPG (Pupil Premium Grant) was created to provide funding for three key areas:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers.
- Providing funding for LAC and previously LAC (PLAC).
- Supporting pupils with parents in the armed forces.

This policy outlines the amount of funding available and the procedures for ensuring the funding is allocated correctly.

## 1. Legal framework

1.1. This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Children Act 1989
- Equality Act 2010
- ESFA (2019) 'Pupil premium 2019 to 2020: conditions of grant'
- DfE (2018) 'Promoting the education of looked-after children and previously looked-after children'
- NCTL and the Teaching Schools Council (TSC) (2018) 'Effective pupil premium reviews'
- MoD (2019) 'The Service Pupil Premium: what you need to know'
- Education Endowment Foundation (EEF) (2019) 'The EEF Guide to the Pupil Premium'

## 2. PPG allocation rates

2.1. For the academic year 2019 to 2020, grant allocations are as follows:

<b>Disadvantaged pupils</b>	<b>PPG amount per pupil</b>
Pupils in Reception to Year 6 recorded as 'Ever 6 FSM'	£1,320
Pupils in Year 7 to Year 11 recorded as 'Ever 6 FSM'	£935
LAC as defined in the Children Act 1989 – children who are in the care of, or provided with accommodation by, an English LA	£2,300
PLAC who have ceased to be looked after by an LA in England or Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
<b>Service children</b>	<b>Grant amount per pupil</b>
Any pupil in Reception to Year 11 recorded as an 'Ever 6 service child' or in receipt of a child pension from the MoD	£300

## 3. Objectives

- 3.1. To provide additional educational support to raise the achievement of pupils in receipt of the PPG.
- 3.2. To narrow the gap between the educational achievement of these pupils and their peers.

- 3.3. To address underlying inequalities, as far as possible, between pupils.
- 3.4. To ensure that the PPG reaches the pupils who need it most.
- 3.5. To make a significant impact on the education and lives of these pupils.
- 3.6. To work in partnership with the parents/carers of pupils to collectively ensure pupils' success.

## **4. Our strategy for success**

- 4.1. We maximise use of the PPG by:
  - Assigning a pupil premium lead, Mrs Brett, to champion the educational needs of PPG recipients and ensure the implementation of this policy.
  - Ensuring PPG funding and spending can be identified within the school's budget. This is evident in our Pupil Premium Strategy.
  - Consulting the pupil premium lead, governors and staff when deciding how funds are spent.
  - Assessing the individual provisions required for each pupil in receipt of the PPG.
- 4.2. We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.
- 4.3. The EEF's Families of Schools Database is consulted to learn about effective practice in similar schools.
- 4.4. We focus on approaches that:
  - Are individually tailored to the strengths and needs of each pupil. These are evident on the teachers' Pupil Premium target and tracking sheets.
  - Are consistent (based on agreed core principles and components) but also flexible and responsive. The children's targets are reviewed and teaching/approaches are adapted/changed where appropriate.
  - Are evidence-based. Senior leaders and teachers are aware of the current effective research on how to support PP children.
  - Are focussed on clear short-term goals providing opportunities for pupils to experience success.
  - Include regular, high-quality feedback from teaching staff.
  - Support pupil transition through the stages of education (e.g. from primary to secondary). St Joseph's work closely with the onsite Pre-school and local nurseries and secondary schools to ensure that all information is heard or passed on.

- Raise aspirations through access to high-quality educational experiences.
- Promote each pupil's awareness and understanding of their own thought process (metacognition) and help them to develop problem-solving strategies. We encourage all children to be motivated, resilient, independent, to have self-belief and to have a growth mind-set approach to learning.

4.5. We choose approaches that emphasise:

- Relationship-building, both with appropriate adults and with their peers.
- An emotionally-intelligent approach to the setting of clear behaviour boundaries. (See Behaviour Policy)
- Increasing pupils' understanding of their emotions and identity.
- Positive reinforcement. (See Behaviour Policy)
- Building self-esteem.
- Relevance to the learner – the approach relates to pupils' interests and make success matter to them.
- A joined-up approach involving the pupil's social worker, carer, VSH and other relevant professionals.
- A child-centred approach to assessment for learning.

## **5. A tiered approach to PPG spending**

5.1. We operate a tiered approach to PPG spending to ensure spending is both balanced and focussed. Spending priorities are as follows:

- 1: Teaching
- 2: Targeted academic support
- 3: Wider strategies

5.2. Ensuring effective teaching in every classroom is the priority for PPG spending. To achieve this, we spend the PPG in the following ways:

- Professional development
- Recruitment and retention
- Supporting early career teachers

5.3. Evidence shows that targeted support has a positive impact and is a key component of effective PPG use. We spend the PPG on targeted support in the following ways:

- Structured interventions

- Small group tuition
  - One-to-one support
- 5.4. Wider strategies are used to overcome non-academic barriers to success. We spend the PPG on the following wider strategies:
- The breakfast club
  - After School Provision
  - ELSA (Emotional Literacy Support)
  - Faith in Families

## **6. Use of the LAC and PLAC premiums**

- 6.1. LAC premium and PLAC premium are not personal budgets for individual children; however, the VSH and the school may choose to allocate an amount of funding to an individual to support their needs.
- 6.2. The LAC premium is managed by the LA's designated virtual school head (VSH), (Head of School – Mrs Brett, Deputy Head Teacher – Mrs Tillett, SENCO – Miss Johnstone)
- 6.3. The premium is used to benefit a pupil's educational needs as described in their personal education plan (PEP).
- 6.4. To avoid any delays in providing support, the school works with the VSH to ensure that funding allocation is as simple as possible.
- 6.5. The LAC premium is used to facilitate a wide range of educational support for LAC.
- 6.6. The designated teacher and carers work with the VSH to gain a full understanding of each pupil's needs and to determine how to use the premium to effectively support each pupil.
- 6.7. The designated teacher works with the VSH to ensure that all available funding is spent.
- 6.8. PLAC premium is allocated directly to the school.
- 6.9. We explore evidence-based summaries of PPG use, such as the EEF's Teaching and Learning Toolkit, to determine the best use of the funding.
- 6.10. The EEF's Families of Schools Database is consulted to learn about effective practice in similar schools.

## **7. Example interventions**

7.1. We may utilise the following focussed interventions:

- Providing one-to-one and small group work with experienced teachers to address pupils' specific knowledge gaps
- Creating additional teaching and learning opportunities using TAs
- Targeting English and maths teaching for pupils who are below age-related expectations
- Targeting pupils who require additional help to reach age-related expectations
- One-to-one counselling sessions – Faith in Families
- Access to ELSA support (Emotional Literacy Support)
- Allocating funds to enable pupils to participate in extra-curricular activities
- Vocabulary interventions for pupils with poor oral language and communication skills
- Support for pupils to access a range of offsite trips and experiences

## **8. Use of the service pupil premium (SPP)**

8.1. The SPP is provided to allow the school to provide pastoral support for service children during challenging times and to mitigate the negative impact of family mobility or parental deployment.

8.2. Pupils qualify for the SPP if they meet the following criteria:

- One of their parents is serving in the regular armed forces
- They have been registered as a 'service child' on the January school census at any point since 2014 (known as the 'Ever 6 service measure')
- One of their parents died whilst serving in the armed forces and the pupil receives a pension under the armed forces compensation scheme or the war pensions scheme
- They have a parent who is on full commitment as part of the full-time reserve service

8.3. The school does not combine the SPP with any other form of PPG.

8.4. The school may use the SPP for:

- Providing pastoral support in the form of counselling, nurture groups, clubs, etc.



- Improving the means of communication between the pupil and their deployed parents, such as introducing a 'Skype time club'.
- Helping pupils to develop scrapbooks and diaries that can be shown to parents on their return.
- Funding staff hours spent assisting the pupil when they join a new school as a result of a new posting.
- School trips specifically for service children, such as military specific trips that allow pupils to join a wider community and better understand the role their service parent plays.

8.5. The school does not use the SPP to subsidise routine school activities.

## **9. Accountability**

- 9.1. Targets are set for pupils in receipt of the PPG and their progress towards achieving these targets is analysed at the end of interventions.
- 9.2. The progress of pupils in receipt of the PPG is regularly discussed with teachers.
- 9.3. Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG.
- 9.4. The school is held to account for the spending of the SPP through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort.
- 9.5. The school publishes its strategy for using the pupil premium on the school website.
- 9.6. The school publishes a link to the school performance tables and the schools' performance tables page on the school website.

## **10. Reporting**

- 10.1. The headteacher reports annually to the governing board and parents/carers (through the website) regarding how effective PPG spending has been and what impact has been made.
- 10.2. The impact of PPG spending, in terms of improving educational outcomes and cost effectiveness, is monitored, evaluated and reviewed by the headteacher and the governing board.
- 10.3. The EEF's DIY Evaluation Guide is used to measure the impact of our spending.
- 10.4. Information regarding PPG spending is published on the school website.

- 10.5. For parents/carers of pupils in receipt of PPG, personal information is sent home in pupils' progress reports. This information informs the development of additional or alternative strategies and interventions to further improve the attainment of these pupils.

## **11. Pupil premium reviews**

- 11.1. If disadvantaged pupils are not meeting expected levels, or slow progress means they are failing to realise their full potential, the school will consider undertaking a pupil premium review to objectively review the pupil premium strategy and identify ways to use the PPG more effectively.
- 11.2. If requested to do so by Ofsted, the LA, the St Ralph Sherwin CMAT or the DfE, the school will commission a pupil premium review.
- 11.3. The review will be undertaken in partnership with an experienced, independent system leader with a proven track record in improving outcomes for disadvantaged pupils.
- 11.4. The cost will reflect the DfE's guideline that day rates for external reviews should reflect pay and expenses for a senior leader, including any costs incurred by their school to release them.
- 11.5. Where costs are prohibitive, the school will consider the use of a joint review with local schools.
- 11.6. The school may pay an additional cost for the brokerage service providing the reviewer.
- 11.7. In advance of the review, the school will complete sections 1-4 of the Pupil Premium Review Self-Evaluation Form available in the appendices.
- 11.8. At the end of the review, the school will have an improved strategy and plans to implement it.

## **12. Overpayments**

- 12.1. The school will repay any overpayment of PPG by the LA.

## **13. Monitoring and review**

- 13.1. The headteacher is responsible for reviewing this policy annually.
- 13.2. The next scheduled review date is October 2020.

