



## The Blessed Sacrament Catholic Primary School



### Pupil Premium Policy and Report

*for academic year 2018/19*

#### **Purpose of pupil premium grant**

- The Government believes that the Pupil Premium Grant, which is additional to main school funding, is the best way to address the underlying inequalities between children eligible for free school meals (FSM) and their peers
- 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 and can insure the funding reaches those who need it the most.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils

#### **Principles**

- At The Blessed Sacrament Catholic Primary School, all members of staff and Governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs.
- We ensure that teaching and learning opportunities meet the needs of all DAPs children including providing wider opportunities.
- All adults will strive to ensure that the needs of children are adequately assessed and steps are made to provide appropriate and targeted provision.

#### **Objectives**

- To ensure groups of Pupil premium children are identified (FSM, EG, CLA, Service families)
- To identify barriers to learning are identified and appropriate steps are taken to reduce these barriers and 'close the gap' with counterparts.
- To ensure the needs of children with no specific barrier to learning are being appropriately identified and met.
- To appoint a PP lead who can over see provision mapping and funding.
- To ensure provision and PP funding provided for children is effectively mapped out and updated termly by class teachers.
- PP lead to track academic data in line with school assessment schedule and compare to Non-DAPs and to track progress to narrow the gap.
- PP lead to gain pupil voice on provision provided in line with school monitoring schedule.
- PP lead and or Headteacher to report to governors on the spending of PP funding and how provision is organised for individual children.

#### **Specific roles and responsibilities**

Teachers will:

- Ensure that DAPS are identified clearly to all adult who work within the classroom.

- Report to SLT on the progress and attainment of DAPS through termly pupil progress meetings
- Ensure that daily provision within the classroom prioritises the needs of DAPS.
- Ensure that parents are involved in discussions as to how their child's needs can be best met through PP funding.
- Ensure that PP provision maps are kept up to date with details of all accessed provision.

The Pupil Premium Leader will:

- Ensure that provision for DAPs is monitored through the effective use of appropriate interventions (updated by class teachers on PP provision maps)
- Report to the Headteacher termly on attainment and progress of DAPs across the school
- Monitor DAPS children through 'pupil voice' activities termly.
- Use allocated money to ensure that DAPs are given every opportunity to achieve with every barrier removed.

The Headteacher will:

- Ensure there is an annual report to be available to be available to parents on the school website to outline funding from the previous academic year, effective actions against the action plan and future plans.
- Ensure Governors receive information about how the PPG is being used each term in the resources meeting.
- Ensure Governors receive information about how the PPG is impacting upon achievement and how barriers to learning are being removed.

Governors will:

- Assign a Governor to the role of 'Nominated DAPS Governor' who will meet with the Pupil Premium leader at least once each year.
- Monitor the use of the PPG and ask questions to ensure that the PPG is used effectively to remove barriers, close gaps and improve achievement.

### **Key facts and current use of funding**

The percentage of pupils eligible for the Pupil Premium Grant at Blessed Sacrament is consistently, significantly higher than the national averages.

In the financial year 2017 / 2018, our school was provided with £222,400 as Pupil Premium Grant funding. This money has been spent in:

- ✓ Maintaining additional support staff levels within the classroom to support Pupil Premium in academic learning – particularly in EYFS.
- ✓ Maintaining the employment of two non-class based learning mentors who work across the school and whose role it is to ensure the wellbeing and guarantee the nurture of pupils so that they are ready to learn in the classroom.
- ✓ Maintaining the staffing ratios necessary to offer Nurture provision within our Sunshine and Willow rooms.
- ✓ Maintaining increased levels of staffing and staffing expertise over the less structured times of the day such as break and lunch times.
- ✓ Maintaining the availability of a counsellor.
- ✓ Supplementing or completely funding trips which some Pupil Premium families who are unable to pay for.
- ✓ Purchasing school uniform for some FSM families.
- ✓ Providing transport to and from school for some FSM pupils.
- ✓ Providing a KS1 baking club as enrichment.
- ✓ Providing specific wider opportunities for children across each key stage including visits and visitors
- ✓ Providing specific resources on a 'need' basis to support the learning of individual children.

**Progress of previous actions in 2017 / 18**

Planned Action	Progress (red, amber, green rating)	Impact
To continue to make good progress in tracking pupil premium children as set up in 15/16	Level of monitoring and tracking maintained across this year.	A consistent approach to tracking DAPs children is still in place so evidence is easily obtained to track specific group.
Prioritise counselling, learning mentors, staff mentors and family support worker in funding.	Same level of support has been maintained.	All children have the relevant resource available to them as needed within school.
To enhance the use of vocabulary and language through prioritising role play in KS1 (carried over from 16-17)	Role play and games purchased for KS1 to enhance use of vocab. Continuous provision evaluated to look at use of role play and small world in developing vocabulary and language.	Children have developed their speaking and listening skills, as well as gaining a bank of new vocabulary and language through topic work.
To further the wider opportunities available for LKS2 for social/behavioural needs as they transition.	Due to lack of funding – this target has been difficult to achieve and will continue into next academic year, as children moving into LKS2 will require high level of support for social and emotional needs.	
To categorise PP children within classes into sub groups e.g SEN/EAL	Completed in a one page document showing all information across the school/	Evidence can be provided to support explanations about data through looking at sub groups within cohorts.
To monitor writing progress across the school.	SLT monitored writing across the school within scrutinies. Data gathered by PP lead.	Writing progress looked at carefully and target children identified to individual class teachers.

## Impact / Data Outcomes for pupils

Percentage of PP children reaching Expected Level Teaching Assessment – June 2018	
EYFS	50%
Y1 Phonics	77%
<b>KS1</b>	
Reading	65%
Writing	41%
Maths	58%
<b>KS2</b>	
Reading	85%
Writing	74%
Maths	69%

Attendance - 90% and above: 86%

95% and above: 52%

### **Further Actions and developments necessary in 2017/18**

The school has been allocated **£189,480 (indicative)** in Pupil Premium Grant to spend in the financial year 2018/19.

### **Key Barriers to learning identified**

- Social, emotional and behavioural needs of children throughout school.
- Life experiences and wider opportunities available to children.
- Writing attainment across the school.

### **Key actions summary for 2018/19**

Summary taken from the Pupil Premium Action Plan for 2018 2019. Full copies available from the Pupil Premium Leader on request.

1. Continue to present evidence to Governors for effective use of PP grant.
2. Prioritise counselling, learning mentors and family support worker in funding. Track the link between counsellor costs and PP children.
3. Providing wider opportunities and life experiences inc. visitors, extra-curricular activities – with a particular focus on LKS2 (following on from 17-18)
4. To look at writing progress specifically across the school – making links with the literacy lead.
5. Continue to track DAPs through trackers, case studies, pupil voice and data as set up in 15-16.

**Policy Approved:**

**To be reviewed: Sept 2019**