

Pupil Premium Policy - June 2024

St. Adrian's Catholic Primary School



**'To Learn, To Love, To Live as a Community of
God with Christ as our Teacher'**

www.stadrians.herts.sch.uk

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This policy incorporates the aims and values of our school vision, which is rooted in our belief that every child is unique and that this is reflected in our commitment to address and overcome socio-economic factors (or any other external factor) which may hinder pupil progress and attainment, and ultimately affect their life chances. We aim to ensure that every child leaves St Adrian's School excited about learning and has a bright future ahead of them.

Our Catholic Mission

'To learn to love, to live as a community of God with Christ as our teacher'

At St Adrian's we will target our resources towards those eligible for FSM as well as identifying vulnerable groups to 'close the gap' regarding attainment. It is school policy to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident.

The school does not use this policy to displace current strategies to intervene and support its pupils. Some pupils may be achieving well, but will be entitled to funding to enhance their future educational aspirations and achievements.

1. Aims

This policy aims to:

- **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- Set out **how the school will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

2. Legislation and guidance

This policy is based on the pupil premium [allocations and conditions of grant guidance 2023 to 2024](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [virtual school heads' responsibilities concerning the pupil premium](#), and the [service premium](#).

3. Purpose of the grant

Schools nationally have identified a widening gap in the attainment of pupils from economically disadvantaged families and their peers. Pupil premium is additional funding provided by the government to support these students and close the gap in attainment.

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 (which comprise pupils with a range of different abilities).

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 they can reach their full potential.

We measure the effect of our Pupil Premium provision through a number of different ways, including attendance, academic success and most importantly the happiness and personal success of each child.

4. Use of the grant

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. A detailed breakdown of how this funding is used each year is available on our website.

At St Adrian's, we use funding in a range of ways to support all pupils including those who qualify for Pupil Premium.

We will do our best to allow our pupils to meet their full potential and develop each pupil to 'be the best version that they can be'. Appropriate provisions are made for pupils who belong to vulnerable groups, specifically ensuring that the needs of socially disadvantaged pupils are addressed. Class based staff know which children are identified as pupil premium and, in termly pupil progress reviews, these children are a specific focus group. At the end of the academic year, we analyse the impact of any additional support, interventions and strategies used to ensure they provide best value and that progress has been made. Our pupil premium lead governor is involved in these discussions. Outcomes of the year's focus areas are considered when planning focus areas for the next academic year.

We make decisions on how to use the pupil premium by:

- referring to a range of sources, such as the [guide published by the Education Endowment Foundation \(EEF\)](#)

The use of our pupil premium aligns with the 3-tiered approach described in the EEF's pupil premium guide, where our activities:

- Support the quality of teaching, such as staff professional development;
- Provide targeted academic support, such as tutoring; and

- Tackle non-academic barriers to academic success, such as attendance, behaviour, and social and emotional support

Our use of the pupil premium and activities align with the DfE's 'menu of approaches', which:

- Consider the context of the school and the main challenges or barriers our disadvantaged and vulnerable pupils face
- Use evidence, such as learning from what works in our school, to inform our decisions on pupil premium spending
- Address a wide range of needs, and take group and individual needs into account
- Engage with parents/carers to take their views on their child's needs into account
- Make sure the school uses its pupil premium as effectively as possible (for example, taking into consideration which interventions will be the most beneficial for your pupils, based on evidence)
- Integrate pupil premium interventions into the curriculum
- Make sure all staff promote the principles and ethos of the pupil premium strategy
- Encourage uptake of FSM by working proactively with our parents and carers in a sensitive and supportive manner to remove any stigma or potential barriers attached to claiming FSM.
- 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.
- Be mindful that we can use the funding to support other pupils with identified needs.
- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

Some examples of how the school may use the grant include, but are not limited to:

- Providing extra 1-to-1 or small-group support to help children to achieve their academic potential and support non-academic interventions to help increase self-esteem, develop social skills, improve relations, confidence etc.
- Employing extra teaching assistants
- Providing extra tuition where needed (for example, ahead of national assessments such as SATs)
- Funding educational trips and visits that broaden the curriculum and life experiences
- To subsidise school uniform
- Fund enrichment activities
- Access to therapeutic interventions and advice and counselling

For families that find themselves in need of additional support in paying for school related expenses or housing issues, we have access to various hardship funds that can be applied for example St Vincent De Paul or the Catholic Children's Society Crisis Fund. Please speak to the Headteacher - Mrs Porter, if this is something you wish to avail of.

We will publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: [Pupil Premium Strategy](#)

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils between reception and year 6.

St Adrian's will be proactive in ensuring that the identification of pupils who are eligible for funding are identified quickly to ensure that support can be offered and therefore have the best impact. All new pupils to the school will be required to complete a form to help us identify if children could be eligible for funding. In addition, a census letter will be distributed before the January census day to ensure that any pupils who may have had a change of financial circumstances can be identified.

Eligible pupils fall into the categories explained below.

5.1 Ever 6 free school meals

Pupils recorded in the most recent October school 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 October census.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

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

5.2 Looked-after children

Pupils who are in the care of, or provided with accommodation by, a local authority (LA) in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

5.3 Post looked-after children

Pupils recorded in the most recent October 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
- In state care from outside England and Wales before being adopted.

5.4 Ever 6 service children

Pupils recorded in the most recent October census:

- With a parent serving in the regular armed forces
- Who have been registered as a 'service child' in the school census at any point in 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 October census
- In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- Keeping this policy up to date, and ensuring it is implemented across the school
- Ensuring all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

6.2 Governors

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

6.3 Other school staff

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team
- Sharing insights into effective practice with other school staff

6.4 Virtual school heads

Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:

- Identifying the eligible looked-after children and informing the local authority
- Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- Demonstrating how pupil premium funding is raising the achievement of looked-after children

Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed every two years by the Headteacher. At every review, the policy will be ratified by the full governing board.