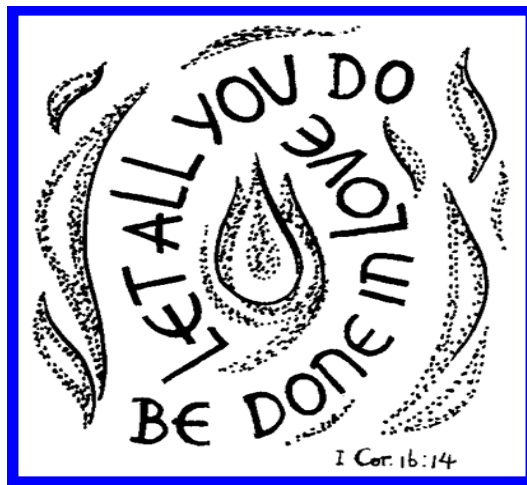




St. Edward's Catholic Primary School



Pupil Premium Policy

Present to Governors: Spring 2025

Adopted to Governors: Spring 2025

Renewal Date: Spring 2026

The Pupil Premium is an allocation of additional funding given to schools as a commitment to equity and raising attainment for specific groups of children who are vulnerable who may be at risk of underachievement. The intended effect of this funding is to accelerate progress and raise attainment.

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 Pupil Premium funding 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 has 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. At St. Edward's Catholic Primary 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. The amount of Pupil Premium funding a school receives is calculated according to the number of pupils who meet the eligibility criteria set by the government. At St Edward's Catholic Primary School this is approximately 13.8% of the children. The school is accountable for using this funding to raise the achievement of the less advantaged children in its community using the Education Endowment Foundation research recommendations.

Context

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced, alongside research conducted by the EEF. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Evidence Based Strategy and Approach

The EEF Three-Tiered Approach

- Explanation of the EEF's recommended three-tiered approach that is outlined in the Pupil Premium Strategy is

High-Quality Teaching:

- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils
- Professional development to support the implementation of evidence - based approaches
- Mentoring and coaching for teachers
- Recruitment and retention of teaching staff
- Technology and other resources to support high quality teaching and learning

Targeted Academic Support:

- One to one, small group or peer academic tuition
- Targeted interventions to support language development, literacy and numeracy.

- Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND
- Teaching assistant deployment and interventions
- Extended school time, including summer school

Wider Strategies:

- Supporting pupils' social, emotional, and behavioural needs
- Supporting attendance
- Extracurricular activities
- Breakfast club and meal provisions
- Communicating with and supporting parents

In the guidance on use of effective interventions, reference is made to the EEF's Teaching and Learning Toolkit, selection criteria for intervention based on robust evidence and ensuring sustainability of impact.

In the use of Pupil Premium funding, we ensure that the alignment of funding is with our whole school priorities and does not replace core provisions only enhances it. We aim to

- ensure that teaching and learning opportunities meet the needs of all the pupils
- ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- enable provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We 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.
- ensure that funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Provision

The range of provision the Governors consider making for this group could include and would not be inclusive of:

- Providing small group work with an experienced teacher/teaching assistant focussed on overcoming gaps in learning
- 1-1 support, with maths or reading
- Additional teaching and learning opportunities provided through trained LSAs or external agencies
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources may also be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary.
- Additional learning support.
- Fund activities, educational visits and residential. Ensuring children have first-hand experiences to use in their learning in the classroom.

- Behaviour support
- Instil the sense of belonging in the school through pupil voice and actions directly in response of this
- Reading materials to support reading for pleasure and appropriate level reading books for home use to keep
- Breakfast or afterschool club
- Wellbeing support for emotional support strategies

This list is not exhausted and will change according to the needs and support our socially disadvantaged pupils require.

Monitoring and Reporting

The monitoring of the Pupil Premium funding will be carried out by the Headteacher, senior leaders and the governor responsible for supporting pupil premium within the school. We will ensure that.

- Regular pupil progress meetings to ensure the intervention plans meet the needs of the pupil
- Data-driven decision-making to ensure positive impact of actions on outcomes for pupils
- Frequent review of interventions and adaptation where needed to ensure we are meeting the needs of our pupils.

It will be the responsibility of the headteacher, or a delegated member of staff, to produce the DFE Pupil Premium Strategy template and to show on the school website. In addition, the headteacher will produce regular reports for the Governing Body, which will include

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.
- The Governors of the school will ensure that there is an annual Pupil Premium Strategy displayed on the website using the DFE guidance so parents (and the DFE) can see 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 and will appear on our school website.

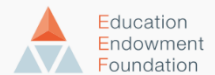
We will review our policy annually in line with our Pupil Premium strategy to response to new research and data outcomes. We are committed to ensuring that disadvantaged pupils achieve their full potential and are supported in achieving their ambitions.

The Governing Body Pupil Premium named governor:

Appendix 1

The EEF Guide to the Pupil Premium

The tiered approach to Pupil Premium spending



High quality teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches

Mentoring and coaching for teachers

Recruitment and retention of teaching staff

Technology and other resources to support high quality teaching and learning



Targeted academic support

One to one, small group or peer academic tuition

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

Extended school time, including summer schools

Wider strategies

Supporting pupils' social, emotional, and behavioural needs

Supporting attendance

Extracurricular activities

Breakfast clubs and meal provision

Communicating with, and supporting, parents

For further support and resources search "EEF Pupil Premium"