

**Sacred Heart Catholic Primary School, Ilkley,**

**A Voluntary Academy**

**Pupil Premium Policy**



**Mission Statement**

*Jesus said, "I chose you, and appointed you to go and bear much fruit." (John 15:16)*

**Our three consistencies are**

**Love of others**

**Love of self**

**Love of learning**

Policy review date- February 2021

Person Responsible- Claire Gilhooly

Ratified by Governors- February 2021

Review date- September 2021

## Overview

Sacred Heart Catholic Primary School is a Primary Academy, part of the wider Bishop Wheeler Trust. There are strong links with the church and parish which enrich pupils' religious, spiritual, moral and social education. These links contribute a valuable dimension to its Christian ethos. The school is currently working in partnership with our teaching school.

The school community actively strives and encourages all its members to live the Gospel values which are central to the mission of the school. It is evident in the relationships between members of the school community and is extended to include any visitors who are always warmly welcomed.

Inclusion is at the heart of Sacred Heart and is underpinned by the gospel values of respect, compassion and a Christian duty to meet the needs of others. Inclusion at Sacred Heart is not merely an 'add on': it is part of the fabric of the school and is demonstrated daily in the words and actions of adults and children.

Sacred Heart is a one form entry primary school with six classes. Over the past 5 years average admission has been lower than 30 resulting in mixed classes currently in Reception, Year 1, Year 2 and Year 3. The NOR is 164. The majority of pupils are white British, 11 are EAL, 1 pupil has an EHCP and 3 pupils are PLAC. FSM are well below the national average. There are 9 Disadvantaged pupils at Sacred Heart.

Currently, there are 164 on roll with a 77% population of practicing Catholics. The quality of teaching and learning at Sacred Heart is high, with the teaching of pupil premium pupils being no exception. We have high aspirations for all our children and we believe no child should be left behind. We are determined to ensure all our children are given every opportunity to realise their maximum potential, ensuring the highest expectations for all. At Sacred Heart Pupil Premium funding represents a proportion of our school budget and we are committed to ensuring it is spent to maximum effect.

## Aims

This policy aims to:

**Provide background information about the pupil premium grant so that 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**

### **Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Reception to Year 6.

Eligible pupils fall into the categories explained below.

#### **Ever 6 free school meals**

Pupils recorded in the most recent January 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 January census.

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

#### **Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales.

#### **Post-looked after children**

Pupils recorded in the most recent January census and alternative provision 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.

#### **Ever 6 service children**

Pupils:

##### **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 January census**

**In receipt of a child pension from the Ministry of Defence because one of their parents died while serving in the armed forces**

### **Purpose of the grant**

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

Sacred Heart will use the grant to support these groups, which comprise pupils with a range of different abilities, to narrow any achievement gaps between them and their peers.

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 that they can reach their full potential.

## Strategy for spending Pupil Premium

**Our key objective in using the pupil premium grant is to diminish the differences between all pupil groups. We aim for consistently high levels of Pupil Premium attainment, aiming for above national rates of attainment. Through targeted interventions we are working to eliminate barriers to learning and progress.**

**Potential barriers to learning:**

- **Social, cultural or economic background**
- **Human rights have not been met i.e. eating breakfast/having clean clothes**
- **Previously undetected or unaddressed learning disabilities \* Emotional wellbeing and mental health concerns including low self-esteem**
- **One of the four main types of child abuse existing in the home environment**

**When children start our school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age-related expectations and beyond as they progress through school starting with the prime and specific areas of learning in the EYFS. Our plan is to provide interventions which predominantly focus on improving feedback, increasing parental engagement and raising academic levels. We set up a fluid system of interventions across school, evaluating impact from entry to exit to analyse effectiveness.**

### **Implications for Pupil premium spending in 2019-20**

**We have identified some key principles (outline below) which we believe will maximise the impact of our disadvantaged pupil spending again this academic year.**

**Key Principles:**

**Building belief – We will provide a culture where:**

**Staff believe in ALL children**

**Children are encouraged to be proud of themselves and their school**

**We are embedding a 'Growth Mindset' approach across school**

**There are no excuses for underperformance**

**Staff adopt a solution focussed approach to overcoming barriers**

**Staff support children to develop positive mindsets towards learning and school life**

**Analysing data – We will ensure that: all staff are involved in the analysis of data so that they are fully aware of the strengths and areas for development across the school including class teachers' perspective and subject leaders.**

**Identification of Pupils: We will ensure that- ·**

**All teaching staff and support staff are involved in the analysis of data and identification of pupils**

**All staff are aware of who disadvantaged children are across school**

**All disadvantaged children benefit from the funding, not just those who are underperforming**

**We will use our assessment system and data to compare disadvantaged and non-disadvantaged performance from Reception to Year 6 including analysis of children working below, at and exceeding expected levels in line with new assessment procedures.**

### **Improving day to day teaching – We will continue to ensure that:**

All children across school receive at least good teaching, with an increasing percentage outstanding by continuing to observe all teachers, provide feedback and support.

Ensure consistent implementation of non-negotiables e.g. all following whole school practices such as guided reading, times tables etc.

Whole school improvement to challenge the high prior attaining pupils

### **Increasing learning time – We will maximise the time children have to close the gap by:**

Providing earlier intervention across school ·

Ensure all children have access to homework resources online and otherwise.

Ensure all lessons start promptly, ensuring all equipment is ready so no learning time is wasted.

### **Our Aim**

The targeted and strategic use of pupil premium will support us in achieving our aim of helping everyone achieve to their full potential. We do this by:

Firstly: assuring the best possible delivery of learning experiences in the classroom.

Secondly: we have a range of group and individual interventions designed to support those with identified needs.

Thirdly: we offer a rich and varied menu of activities designed to engage and motivate pupils, raising their aspirations and creating a positive view of learning.

### **Pupil Premium Principles**

At Sacred Heart Catholic Primary School we ensure that teaching and learning opportunities meet the needs of all the pupils.

We 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.

Pupil premium funding will be allocated following a needs analysis, which will identify priority groups or individuals.

We also 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. Any group will be made up of FSM children and non FSM children, where their needs are similar, or where meeting their needs helps to create a learning environment more conducive to success for all.

### **Provision**

Providing small group work with the class teacher (quality first teaching), an experienced teaching assistant or higher level teaching assistant focussed on overcoming gaps in learning. Additional teaching and learning opportunities provided through trained TA's.

Acquiring effective materials aimed at raising standards particularly in reading, writing and mathematics. Specific training provided for TAs to deliver interventions to vulnerable pupils e.g. Letters and Sounds, B Squared, Power Maths and Precision Teaching. All our work

through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this may be through targeted English and Maths support or initiatives to promote children's engagement in learning.

### **Reporting**

It will be the responsibility of the EHT/ AHT, or a delegated member of staff, to produce regular reports for the Academy Council on:

- The progress made towards narrowing the gap for children who are entitled to the Pupil Premium
- An outline of the provision in place at the school
- An evaluation of the effectiveness, in terms of the progress made by the pupils receiving a particular provision.

The Academy Council of the school will ensure that there is an annual statement to parents on how the Pupil Premium funding has been used to address the issue of 'diminishing the gap', for socially disadvantaged pupils. The Pupil Premium Strategy Report outlines how we allocate the Pupil Premium funding to its maximum benefit for the disadvantaged pupils in school and the desired outcomes. The impact of the pupil premium spend is reported to parents and the Academy Council following each academic year.