



**We honour God with our actions**

**Reviewed April 2022**

**Next review- April 2023**

Policy written by: Hannah Maskell

Policy reviewed & passed by: SLT

Other policies linked to this policy:

Inclusion policy, Equalities policy

Article 28 Every child has the right to a good quality education and should be encouraged to go to school to the highest level you can.

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# Principles

Every child with his/her individual needs and gifts is a unique gift from God.

All members of staff, governors and teaching assistants accept responsibility for ‘socially disadvantaged’ pupils and are committed to meeting their pastoral, social and academic needs within a caring Catholic environment. This is an essential, integral part of the spiritual development of the whole school community.

As with every child in our care, a child who is considered to be ‘socially disadvantaged’ is valued, respected and entitled to develop to his/her full potential, irrespective of need.

# Background

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their non-deprived peers. The premium is provided in order to support these pupils in reaching their potential an allowing to achieve in line with their peers.

The Government have used pupils who are, or ever have been entitled to Free School meals (or have been eligible in the last 6 years, known as ‘Ever 6’), have been looked after continuously for more than 6 months or within families who work in the armed forces as an indicator for deprivation and have deployed a fixed amount of money to schools per pupil, based on the total number of pupils currently and previously registered for Free School meals, who remain at the school. At Priory school, we will be using the indicator of those eligible for Free School meals as our target children to ‘narrow/close the gap’ regarding attainment and progress.

Pupil premium funding is paid to support children between the ages of 5 and 16. The Government do not dictate how schools should spend this money but are clear that schools need to employ the strategies that they know will support their pupils to increase their attainment, and ‘narrow the gap’. Schools are accountable for narrowing the gap, and school performance tables include measures that show how the attainment of pupils who receive the pupil premium compare with their peers.

# Provision

Expectations are high for all pupils. We do not equate deprivation and challenge with low ability. Staff at Priory promote an inclusive and collaborative ethos in their classrooms which enables pupils from disadvantaged backgrounds to thrive.

In order to meet the above requirements, the Senior Leadership Team will ensure that provision is made which secures the teaching and learning opportunities that

meet the needs of all pupils. Our priority in the academic year 2021-2022 will be focussed on ‘closing the gap’ for those pupils not on track to achieve expected progress at the end of Key Stage 2.

As part of the additional provision made for pupils who belong to vulnerable groups, the Senior Leadership Team of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and addressed through half termly pupil progress meetings.

In making provision for socially disadvantaged pupils, the school recognise that not all pupils who receive free school meals will be socially disadvantaged.

The school also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. The Leadership Team and Governors reserve the right to allocate the Pupil Premium funding to support any pupil of groups of pupils the school has legitimately identified as being socially disadvantaged. We therefore focus on the needs and levels of all pupils.

# The range of provision

* Facilitating pupils’ access to education
* Facilitating pupils access to the curriculum
* Additional teaching and learning opportunities

Research, trialling and self-evaluation are used in order to allocate the funding to activities that are most likely to have an impact on achievement.

The Pupil Premium Leader, in conjunction with the Headteacher, will maintain an ongoing programme of support for socially disadvantaged pupils, which will be subject to the oversight of the School Governors.

# Reporting

It will be the responsibility of the Pupil Premium Leader to produce a termly report for the Governors, reporting on:

* The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
* An outline of the provision that was made during the term 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 will consider and analyse the information provided in the light of the data relating to the progress of the school’s socially disadvantaged pupils.

The Pupil Premium Leader will ensure that there is an annual statement to the parents on 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 Officer as necessary on the school website.

# Outcomes

The evaluation of this policy is based on how quickly the school can ‘narrow the gap’ between socially disadvantaged pupils and their peers. Targets will be identified and evaluated annually and included in the School Improvement Plan.

* Students eligible for Pupil Premium will have been identified and monitored
* Early intervention and support for socially disadvantaged children
* Effective parental pupil school support.
* Having a whole-school approach.
* Create a positive school atmosphere in which pupils’ differences are recognised and valued as full members of the school community; developing confident and independent learners.
* It is intended that all children in receipt of pupil premium funding will achieve their targets as they will be SMART (Specific, measurable, agreed, realistic and timely); however it is recognised that there may be occasional factors that hinder this.