



# **St Katherine's School**

## **Pupil Premium Policy**

**Policy Number SKP**

**Next Review: July 2022**

**Signed : Justin Humphreys  
Headteacher**

**Dated : 15 July 2021**

**Signed: William Harding  
Chair of Governors**

**Dated : 15 July 2021**

## 1. Introduction and Rationale

St. Katherine's School understands that nationally, disadvantaged pupils make less progress than pupils who are not from disadvantaged backgrounds. Historically, this has also been true at St. Katherine's School for pupils in receipt of the Pupil Premium Grant (PPG). It is a whole school priority to reduce and ultimately remove this gap.

The Pupil Premium Grant per pupil for [2021-22](#) is as follows:

- Pupils in Year Groups 7 to 11 recorded as Ever 6 Free School Meals (FSM) are allocated **£955**.
- Looked-After Children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority and are allocated **£2,345**.
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order are allocated **£2,345**.
- Pupils in year groups reception to Year 11 recorded as 'Ever 6 service child' or in receipt of a child pension from the Ministry of Defence are allocated **£310**.
- Funding for most elements of Pupil Premium grant is determined on a backdated basis from the January census each year (i.e. funding follows a year behind the actual pupil and is allocated to support).

It is the responsibility of the school to help all pupils achieve as highly as possible, and to ensure this by providing additional support where necessary. Disadvantaged pupils may encounter greater barriers to their learning than other pupils and staff should look to mitigate these barriers whenever and wherever possible.

St. Katherine's School recognises that the funding provided for disadvantaged pupils is intended to narrow the achievement gap and therefore all the spending is linked to improving academic progress. Interventions will be identified which support pupils' progress, and then provided internally, and supplemented by external provision.

As a school in receipt of Pupil Premium funding, we are accountable to our parents and school community for how we are using this additional resource to narrow the achievement gaps of our pupil groups. The current spending plan and the impact measures are displayed on the school website. The spending priority is regularly reviewed against activity audits and is amended annually to meet the individual and group needs of the pupils.

We believe that no one person is responsible for improving the outcomes of Pupil Premium pupils, as the following staffing structure diagram shows:

## 2. Aims

- To improve rates of attainment/progress and for students to progress equally with others across year groups and subjects.
- To improve literacy for Pupil Premium pupils so that they are better able to access the curriculum and wider learning.
- For PP pupils attendance to meet national expectations.
- For PP pupils and families to be supported to work in partnership with the school, to deal with difficulties and build resilience.
- The removal of any non-academic barriers to learning.
- To increase the opportunities for PP students to engage with sports, the arts, cultures in the UK and abroad, and to be exposed to activities that enrich and widen their horizons.
- To increase the % of PP students staying in education or going into employment after key stage 4 (student destinations) at least in line with national averages.
- To ensure an effective teacher in front of every class and that every teacher is supported to keep improving.

## 3. Roles and Responsibility

We expect all members of our school community, particularly staff and governors, to be committed to raising standards and narrowing the attainment gap for our pupils. All staff within the wider school community encourage high aspirations amongst our pupils in receipt of the PPG. The staffing structure diagram shows that many post-holders are involved in improving outcomes; it is important that these post-holders understand their specific roles and responsibilities, and how their position fits into the larger structure.

<b>Pupil Premium Staffing Structure and roles/responsibilities</b>	
<b>Governor</b>	<b>Glen Davies</b> Meet regularly with the Headteacher to discuss the current progress and gaps of PP pupils. Be aware of gaps in progress of PP pupils and non-PP pupils, and provide challenge. Be aware of the school strategy for reducing the gap. Ensure that the Pupil Premium funding is spent effectively and appropriately.
<b>Headteacher</b>	<b>Justin Humphreys</b> Work with the Governing Body to establish the improvement of Pupil Premium outcomes as a strategic priority. Work with the Finance Manager and the Governing Body to ensure that support for disadvantaged pupils is appropriately resourced from the school's Pupil Premium budget. Line manage the AHTs with strategic responsibility for Pupil Premium, jointly action planning improvements for disadvantaged pupils. Set PP-linked Appraisal Targets for staff.

<b>Assistant Headteacher - Disadvantaged Pupils</b>	<b>Michelle Cave</b> Has the overall responsibility for all pupils eligible for Pupil Premium in the school. Evaluate teaching and learning in the school to ensure that 'quality first teaching' is taking place and provide appropriate CPL. Keep up to date with national and international research in order to develop expertise and good practice within the school. Report the impact of planned actions to the link governor and the Full Governing Body.
<b>Assistant Headteacher- Data and Operations</b>	<b>Alan Francis-Black</b> Track and monitor progress with regular review of progress and attainment data. Publish progress reports to staff and governors. Liaise with SLT and governors on all matters relating to Pupil Premium outcomes. Report the impact of planned actions to the Full Governing Body.
<b>Assistant Headteacher - Raising Standards</b>	<b>Katherine Crocker</b> Track and monitor progress with regular review of progress, attendance and exclusions data. Regularly attend school partnership network meetings for Pupil Premium, where appropriate. Liaise with SLT and governors on all matters relating to PP attendance and exclusions.
<b>Heads of Faculty/Department</b>	Continuously monitor classroom standards and the progress of all pupils in department tracking sheets. In particular to coordinate faculty interventions for pupil premium pupils where progress within any particular subject area is not sufficiently rapid. Monitor the progress of pupils in receipt of the PPG during department and SLT link meetings, and appropriate intervention plans put in place.
<b>Heads of House</b>	Continuously monitor the attainment and progress of all PP pupils within their house, especially after each progress check. Maintaining up-to-date PP information of all students. Progress of PP pupils is to be monitored during House and SLT link meetings, and appropriate intervention plans put in place. Ensure attendance of parents/guardians to information evenings is in line with the rest of the cohort.
<b>Finance Manager</b>	Work with the AHTs with strategic responsibility for Pupil Premium, the Headteacher, and the Governing Body to ensure that support for disadvantaged pupils is appropriately resourced from the school's PP budget. Work with the Headteacher to ensure that the impact of Pupil Premium spending is tracked and recorded.
<b>SENCO</b>	Hold meetings with the Ready to Learn Coordinator once a fortnight, to discuss the needs of those pupils in receipt of the PPG attending the Ready to Learn room. Direct and evaluate the strategic deployment of Teaching Assistants. Reduce academic barriers to learning within the classroom.
<b>Ready to Learn Coordinator</b>	Mentor pupils in receipt of the PPG who require pastoral and academic support.

<b>Attendance Officer</b>	Monitor the attendance of pupils in receipt of the PPG and to implement appropriate actions for those falling below 96%. Improve links between school and home for Pupil Premium families.
<b>Careers Advisor</b>	Careers interview with all pupils in receipt of the PPG in Key Stage 4. Ensure all Year 10 PP pupils get work experience placements.
<b>All Teachers and Teaching Assistants</b>	All have direct responsibility for delivering 'quality first' teaching and learning experiences. Awareness of those pupils qualifying for support under the pupil premium guidance and of the impact they can make in the classroom through effective planning and close monitoring. All are expected to make appropriate arrangements in the classroom to secure strong and rapid progress to close the gap between those eligible for the pupil premium and all other pupils. Our regular monitoring and progress checks enable our teachers and teaching assistants to identify and intervene to support any pupil at risk of underachieving.

However, the overall strategic responsibility remains that of the Assistant Headteacher for Teaching and Learning to allow one point of contact for disadvantaged families as set out in the Pupil Premium Charter.

#### 4. **Staff training and guidance**

It is essential that everyone involved in this team effort understands the school's approach to tackling the attainment and progress gap between pupils in receipt of the PPG and the rest of the cohort. The emphasis will be on developments in Teaching and Learning as this will benefit all Pupil Premium pupils. Updates are shared in whole school INSET days/twilight sessions. CPL training on best practice is provided for all teaching staff.

#### 5. **Reporting**

It is the responsibility of the Assistant Headteacher for Teaching and Learning to produce an annual report for the Governing body to include:

- progress made towards narrowing the gap for socially disadvantaged pupils
- an outline of the provision made during the term since the last meeting
- an evaluation of cost effectiveness, in terms of the progress made by pupils receiving particular provision.

#### 6. **Relevant Guidance**

Sutton Trust / EEF toolkit found at

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

The EEF Guide to the Pupil Premium

[https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil\\_Premium\\_Guidance\\_iPDF.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf)

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

## 7. **Evaluation of the impact of this policy**

This policy's impact will be seen in pupils' improved outcomes, as demonstrated by current grades and final examination results, and in their good attendance and positive behaviour for learning. This data will be reported regularly to Governors via the Headteacher's report to the Full Governing Body.

### **Success Criteria:**

- Pupil Premium pupils' attainment would be in line with their peers
- Pupil Premium pupils' achievement would be in line with / in excess of their personalised estimations and predictions.
- Pupil Premium pupils' achievement and attainment would be supported by their parents'/carers' engagement.
- Pupil Premium pupils' engagement in and enjoyment of learning inside school would be promoted and facilitated.
- Pupil Premium pupils' engagement in and enjoyment of learning outside school would be promoted and facilitated.
- Pupil Premium pupils' ongoing engagement with education, employment and training post 16 would be promoted and facilitated.
- Staff are trained and developed to remove barriers to learning and underachievement.

This policy will be reviewed annually by the Full Governing Body.