



Pupil Premium Policy

Our Mission is to develop the whole person in a Catholic learning community, to provide a loving Christian environment and to strive for excellence, equality, justice and fairness.

At St Bernadette Catholic Secondary School we aim for our young people to be:

- strong and committed in the faith of Christ
- confident of their personal worth
- active in response to Christ's call to care for others
- responsible members of society

Hence we strive to:

- achieve excellence in all aspects of our life and work
- foster the spiritual growth of each member of our community
- create a happy and successful learning environment
- develop the full potential of each individual
- prepare pupils for the opportunities, responsibilities and experiences of adult life
- work in partnership with home, parish and the wider community

Our excellence wheel is used to highlight the skills and attributes we grow in all St Bernadette pupils.

Principles

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

All members of staff and governors 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.

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 pupils. This policy outlines how we will ensure that the Pupil Premium allocated to us has an impact on narrowing the achievement gaps which currently exist between our disadvantaged pupils and their peers.

Background

Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.



The Pupil Premium was initially introduced in April 2011 when schools received an additional £488 for each of their pupils eligible for free school meals, it is now worth £935 per eligible pupil. Children of service personnel receive a lower amount of £300.

The DfE gives schools the freedom to use the Pupil Premium as they see fit, based upon their knowledge of their 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.' The Government however is clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'close the gap'. Schools will be accountable for closing the gap, and school performance tables now include measures that show the attainment of pupils who receive the Pupil Premium compared with their peers.

Provision

In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Recognise that not all pupils who receive free school meals will be socially disadvantaged and that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore 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.
- Use the latest evidence based research on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- 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.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and Governing Body.
- Recognise the fact that FSM pupils are not a homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these group and individual needs fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support in a time limited way.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.



Links to other policies and documentation

In developing this policy we have taken into account our statutory responsibilities in meeting the requirements of the Equality Act 2010. The Equality Act 2010 requires us as a public organisation to comply with the Public Sector Equality Duty (PSED) and two specific duties. Further information is available in our school's Equality Single Equality Scheme. The overlap with our Equality Scheme is in relation to how we are meeting the needs of our pupils who are covered under the 'protected characteristics' of the Equality Act. Some of these pupils, especially minority ethnic, English is an additional language, Special Educational Needs and pupils with disabilities can suffer from higher rates of disadvantage and therefore can have higher rates of eligibility for FSM. Where this is the case, we shall take these additional needs into account.

When developing this Pupil Premium Policy, we have also taken into account the Ofsted Inspection Framework 2015, which places a strong focus on improving the learning and progress of different groups and on narrowing gaps in standards. We also note that Ofsted has a statutory duty to report on the outcomes and provision for pupils who are disabled and those who have special educational needs.

Although this policy is the key document outlining our approach to narrowing the gaps in attainment and achievement for our disadvantaged pupils, we will, however ensure that information about our responsibilities under the Equality Act 2010 for other pupils for whom narrowing the gap remains an issue but are not covered by the Pupil Premium, are also included in key documents such as our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

There will also be references to disadvantaged pupils in our behaviour, admissions, SEN and anti-bullying policies, as well as minutes of meetings involving governors, the whole staff, and the senior leadership team and school council.

Roles and Responsibilities

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

The Head and Senior Leadership Team

The Head and designated member of the Senior Leadership Team (SLT), are responsible for implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head to include the following information in regular reports to the Governing Body:

- The progress made towards narrowing the gap, by year group, for disadvantaged pupils
- An outline of the provision that has been made since the last annual report
- 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 designated member of SLT, has day to day responsibility for coordinating the implementation of this policy and monitoring impact and outcomes. The Business Manager will monitor the use of the Pupil Premium on a monthly basis to track the allocation and use of Pupil Premium funding.

Narrowing the Gap Lead will:

- Plan and coordinate interventions
- Track and monitor the progress of key pupils/ groups
- Line manage interventions staff
- Evaluate the impact of the work undertaken
- Liaise with other key staff

Raising aspirations Lead will:

- Co-ordinate the planning, organisation and staffing of all Future Quest enrichment visits in years 8, 9 and 10.
- Liaise with internal and external staff to support earlier careers guidance for disadvantaged pupils.
- Raise the profile of HE/careers guidance for disadvantaged pupils.

Year 11 Support coordinator will:

- Develop and co-ordinate the planning, organisation, staffing and budget of all Future Quest Tutoring opportunities in Year 11.
- Liaise with internal and external staff (SBY) to support the development and delivery of Apprenticeship opportunities for disadvantaged pupils.

Raise the profile of Apprenticeship opportunities for disadvantaged pupils.

Co-ordinate access to exam stress counselling for identified disadvantaged pupils in year 11.

Learning engagement worker will:

- Meet with all disadvantaged pupils on a termly basis to identify possible barriers to learning and coordinate interventions.
- Share outcomes of mentoring with pastoral team, core leaders and raising achievement Team.

Teaching and Support Staff will:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.



We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps.

Governing Body

Our Governing Body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented.

The designated Pupil Premium governor is responsible for monitoring the implementation of this policy. Our Governing Body will, through the Learning and Standards Committee, keep our work in narrowing the gaps under review three times a year, during terms two, four and six, so that it can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium the Governing Body will take into account a range of information, including data on progress and attainment, case studies; views and survey data as evidence of impact.

At the end of the academic year, our Governors will ensure that there is an annual statement on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in our school and the impact this has had.

Monitoring and Review

Our work in relation to the Pupil Premium will be reviewed on a bi-termly basis to ensure it is having the intended impact in narrowing the gaps. This will allow us to make adjustments if particular strategies are not working well, rather than leaving things to the end of the year.

Our Pupil Premium Policy will be reviewed on an annual basis and adjustments will be made to it according to the impact the school is having in narrowing the gaps.

We recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are using have the desired effect. In order to do this effectively, we will where relevant, undertake on-going evaluations of the strategies we are using.

Disseminating the policy

This Pupil Premium policy along with the details of actions will be published:

- on our website (with paper copies available on request in the school office)
- in the staff handbook and as part of induction for new staff
- as a summary in the school brochure

We will also use other methods and occasions such as school newsletters, parents' evenings and Assemblies, as appropriate to share information about the Pupil Premium.

Appeals Procedure

Any appeals against this policy can be made through the governors' complaints procedure.



Appendix – Pupil Premium
Additional information

The rate of Pupil Premium funding is £935 per eligible pupil from April 2018 to March 2019. Funding is based on the number of eligible pupils at the time of the January 2017 census, rather than the number on roll during the academic year. The School has received Pupil Premium funding of £199,928 during 2017/18. In 2017/18 there were 207 students out of 721 students on roll whom were eligible for FSM at some point over the last six years and are therefore eligible for Pupil Premium, including five looked after children and two service person's child, this accounts for 29% of the school population.

Key Personnel

Basia McLaughlin – Head teacher
Jackie Garrett –SLT lead for Pupil Premium
Clare Valsler – Pupil Premium Governor
Narrowing the Gap lead
Raising Aspirations Lead
Year 11 support coordinator
Learning engagement worker