



# Pupil Premium Policy

## Our Lady and St Bede Catholic Academy

### Document Management:

Date Policy Approved:

Date reviewed: June 2021

Next Review Date: June 2024

Version: 1

Approving Body: LGC

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### 1. 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 Our Lady and St Bede Catholic Academy will make decisions** on pupil premium spending
- **Summarise the roles and responsibilities of those involved** in managing the pupil premium in school

### 2. Legislation and guidance

This policy is based on the pupil premium conditions of grant guidance (2021-2022), published by the Education and Skills Funding Agency. It is also based on guidance from the Department for Education (DfE) on virtual school heads' responsibilities concerning the pupil premium, and the service premium.

- In addition, this policy refers to the DfE's information on what academies should publish online, and complies with our funding agreement and articles of association.

### 3. Purpose of the grant

The Pupil Premium is additional funding initiative to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers.

Our Lady and St Bede 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.

#### **4. Use of the grant**

Introduced in April 2011, the initiative is to provide ring fenced funding directly to schools to address the underlying inequalities between children eligible for free school meals and their wealthier peers. This is a limited fund that Our Lady and St Bede Catholic Academy use strategically to ensure our pupils who most need extra financial help receive targeted support that secures improved outcomes.

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to the Local Authorities and schools with pupils from Reception to Year 11 who are eligible for free school meals, are looked after or have parents currently in the armed forces.

The attainment gap between pupils from deprived backgrounds and their more affluent peers is well documented through all stages of education. In fact, after prior attainment, poverty is the single most important factor in predicting a child's future life chances.

At Our Lady and St Bede Catholic Academy we are part of the Diocese of Hexham and Newcastle and, as such, we belong to the strong family of Catholic primary and secondary schools throughout the North East.

Our values underpin everything the Trust and our Schools will do:

- **BEING Just and Responsible**  
We seek to act justly, fairly and responsibly in all our relationships to ensure 'The Common Good' is upheld.
- **PROMOTING Spiritual and Human Development**  
We believe a knowledge of and a personal relationship with Christ gives meaning and purpose to our lives.
- **ACHIEVING Quality in Teaching and Learning**  
We believe everyone should gain dignity and self-worth through quality teaching and learning which allow all in our school community to excel.
- **SHOWING Respect for Every Person**

We believe that all are created in the image of God and therefore we will respect the unique and intrinsic value of every person, promoting equality and celebrating diversity.

- **CREATING Community**

We believe our schools to be faith communities where Gospel values of truth, honesty, forgiveness and reconciliation are lived and where there is special care for those most in need.

- **COMMUNICATING**

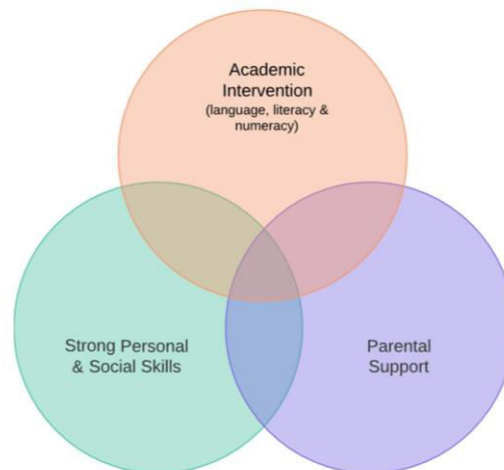
We value the views and opinions of the communities whom we serve and will actively engage and respond.

Our Lady and St Bede Catholic Academy recognises that all pupils regardless of their background and socio-economic status should have equal access to a curriculum that will enable them to make rapid and sustained progress. Our Lady and St Bede has a systematic approach to narrowing the gap of disadvantaged pupils which is in line with our ethos of focusing on the needs of the individual child.

We strongly believe that, in-line with our values we need to do the right thing for the right reasons, with this in mind we co-ordinate a rigorous approach to our disadvantaged children which ensures they make strong academic progress, their parents are well informed and their future life chances are improved.

Our Pupil Premium strategy is built on teachers forensically knowing our pupils so they can proactively intervene in lessons to close any gaps in learning. Teaching is built around very high expectations for all, subject expertise and positive relationships. Quality teaching helps every child.

Research suggests that there are three key factors that increase the likelihood of positive life outcomes. It is with this in mind that we plan our strategic approach to pupil premium.



### **Teaching and Learning Priorities**

- High Quality Teaching and Learning - improving pedagogy to support high quality teaching and learning for all pupils
- Improving Pupil Outcomes - improving outcomes through monitoring and interventions.
- Literacy – teaching and learning focus, explicitly extending pupils’ reading and spoken vocabulary.

### **Targeted Academic Support**

- Improving academic outcomes of Pupil Premium pupils through parental engagement and family support
- Literacy Interventions: targeted reading and oracy – targeted disadvantaged pupils

### **Wider Strategies**

- Attendance – The Attendance of Pupil Premium pupils nationally is below that of non - pupil premium pupils, impacting outcomes for those pupils. Attendance is central to raising standards in education and ensuring all pupils can fulfil their potential.
- Enrichment - research shows that disadvantaged pupils have limited experience of cultural experiences, enrichment programme will improve positive experiences of education, develop links with world beyond school (e.g. universities, employers, creatives, arts and sporting activities etc.)

Embedding our approach to closing the attainment and progress gap on research helps to build a picture of the needs of children eligible for the Pupil Premium, and provides

invaluable clues about the specific areas that we as a school might anticipate and intervene, using funding, to improve the pupil outcomes.

We know that historically pupils eligible for FSM are more likely to be working at below expected levels of progress than their more affluent peers at the end of primary school. We therefore ensure that our interventions begins when pupils are in Key Stage 3 and utilise our Literacy Support Assistant to provide targeted support to those pupils identified as being insecure in their literacy and numeracy. Interventions include:

- Providing extra one-to-one or small-group support (including SEMH support)
- Running catch-up sessions before or after school (for example, Year 11 period 6, revision classes)
- Funding educational trips and visits

In the planning of intervention we are always mindful of the research that gives clear indicators of the issues pupil premium children face when compared to their peers, disadvantaged pupils on average:

- have less home support for their learning
- have weaker language and communication skills
- are more likely to have significant difficulties in basic literacy and numeracy skills
- experience more frequent behaviour difficulties
- are less likely to believe they can control events that affect them.

We truly believe that the key to make the greatest degree of degree of impact on pupil progression relies on the successful collaboration of three specific interconnected aspects, each one addressed and anticipated at the earliest opportunity to the individual pupil:

- Academic intervention (Language, literacy & numeracy)
- Parental support
- Strong personal & social skills

Our pupil premium strategy is available here: <https://olsb.bhcet.org.uk/pupil-premium-information/>

We will publish information on the school's use of the pupil premium on the school website in line with the requirements set out in our funding agreement and the DfE's guidance on what academies should publish online, using the templates on GOV.UK.

## **5. Eligible pupils**

The pupil premium is allocated to the school based on the number of eligible pupils in Year 7 – Year 11.

Eligible pupils fall into the categories explained below.

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

Pupils recorded in the most recent October 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 October census.

### **5.2 Looked after children**

Pupils who are in the care of, or provided with accommodation by, a local authority in England or Wales for at least 1 day. Allocations will be provisionally based on the children looked-after data return in March of the previous year, and then confirmed in December of the current year based on the children looked-after data return in March of the current year.

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

Pupils recorded in the most recent October 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.

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

Pupils recorded in the most recent October census:

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

## **6. Roles and responsibilities**

### **6.1 Headteacher and senior leadership team**

The Assistant Headteacher with responsibility for Pupil Premium is responsible for:

- Keeping this policy up to date, and ensuring that it is implemented across the school
- Ensuring that all school staff are aware of their role in raising the attainment of disadvantaged pupils and supporting pupils with parents in the armed forces
- Planning pupil premium spending and keeping this under constant review, using an evidence-based approach and working with virtual school heads where appropriate
- Monitoring the attainment and progress of pupils eligible for the pupil premium to assess the impact of the school's use of the funding
- Reporting on the impact of pupil premium spending to the governing board on an ongoing basis
- Publishing information on the school's use of the pupil premium on the school website, as required by our funding agreement and in line with guidance from the DfE
- Providing relevant training for staff, as necessary, on supporting disadvantaged pupils and raising attainment

## **6.2 Governors**

The governing board is responsible for:

- Holding the headteacher to account for the implementation of this policy
- Ensuring the school is using pupil premium funding appropriately, in line with the rules set out in the conditions of grant
- Monitoring the attainment and progress of pupils eligible for the pupil premium, in conjunction with the headteacher, to assess the impact and effectiveness of the school's use of the funding
- Monitoring whether the school is ensuring value for money in its use of the pupil premium
- Challenging the headteacher to use the pupil premium in the most effective way
- Setting the school's ethos and values around supporting disadvantaged members of the school community

## **6.3 Other school staff**

All school staff are responsible for:

- Implementing this policy on a day-to-day basis
- Setting high expectations for all pupils, including those eligible for the pupil premium
- Identifying pupils whose attainment is not improving in response to interventions funded by the pupil premium, and highlighting these individuals to the senior leadership team



- Sharing insights into effective practice with other school staff

#### **6.4 Children and Young People in Our Care (CYPIOC)**

Our designated Assistant Headteacher for CYPIOC is responsible for managing pupil premium plus (PP+) funding allocated to the school for individual children looked after by a local authority. The pupil premium plus (PP+) for children in care is additional funding for schools to support and help raise their educational attainment and progress. The Virtual Schools work with designated teachers, social workers and carers to target and utilise this funding effectively.

The PP+ should be used to support SMART targets within a student's PEP with reference to their unique situation and needs. These targets and related expenditures should be reviewed on a termly basis at the PEP meeting. The Virtual Schools, designated teacher, and social workers will work together to identify appropriate and effective uses of the PP+.

#### **7. Monitoring arrangements**

This policy will be reviewed each year by the Assistant Headteacher with responsibility for Pupil Premium. At every review, the policy will be shared with the governing board.