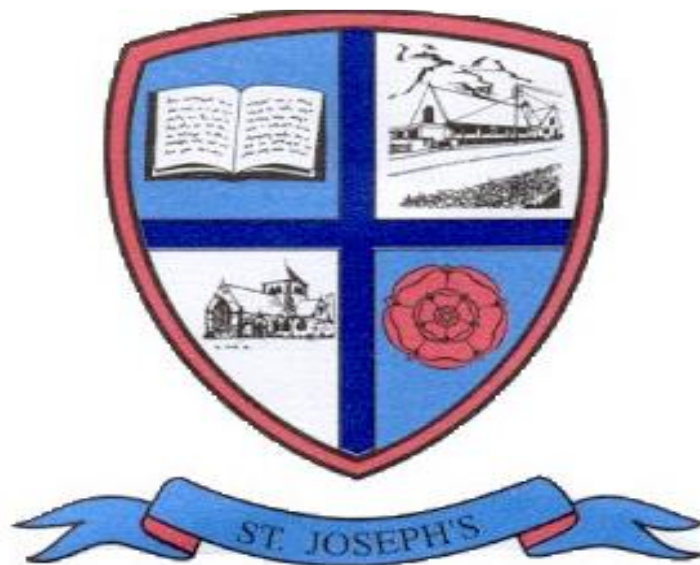


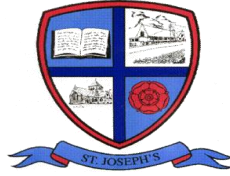
**ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL**



**PUPIL PREMIUM POLICY & POLICY
FOR THE EDUCATION OF
PREVIOUSLY LOOKED AFTER
CHILDREN (*LCC ADOPTED*)**

Reviewed: January 2022

To be reviewed: January 2024



'Living life to the full'

ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL, WRIGHTINGTON

PUPIL PREMIUM POLICY

RATIONALE:

At St Joseph's, all members of staff and governors recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. We allocate Pupil Premium funding to support any child the school has identified as being socially disadvantaged and should be making better progress.



DEFINITION OF KEY TERMS:

Ever 6 – any pupil who has been eligible for and has claimed Free School Meals (FSM) in the last 6 years.

Free School Meals (FSM) – free School Meals is a benefit awarded to pupils under the age of 19 where the parent or carer is in receipt of qualifying benefits.

Looked After Child (LAC) – a child currently under the care of the Local Authority in some way.

OVERVIEW:

The Pupil Premium was introduced in April 2011, and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in reception to Year 11. For looked after children the Pupil Premium was calculated using the Children Looked After data returns. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social wellbeing of these pupils.

The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The funding is provided in order to support these pupils in reaching their potential by accelerating their progress. In



2012, funding was extended to include pupils who have been eligible for free school meals within the last 6 years (Ever 6).

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Schools have to be accountable for how they have used the additional funding to support pupils from low-income families.

OBJECTIVES:

- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils;
- The funding will be used to narrow and close the gap between the achievement of these pupils and their peers;
- As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others ;
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

PROCESSES AND PROCEDURES:

St Joseph's will regularly seek to further develop strategies and interventions which can improve the progress and attainment of these pupils. Examples of the range of provision that may be put into place include:

- Targeted group and individual support from Teaching Assistant each afternoon to provide Maths and Literacy intervention.
- 'Social Stories' to support children in developing strategies to cope with a variety of situations and feelings. These sessions are run by TA's who have received the relevant training.
- Purchase of relevant resources to support interventions used.
- Pastoral support – Forest Schools, Nurture groups, Extra-curricular activities and school trips.

ROLES AND RESPONSIBILITIES:

Headteacher:

- Will regularly and rigorously monitor, evaluate and review the strategies put into place for Pupil Premium and report to the governing body on its effectiveness;
- Will ensure that parents, governors and others are made fully aware of the attainment of pupils entitled to the premium;
-

- Publish a Pupil Premium Strategy Statement on the school website highlighting barriers to future attainment of our PP children and actions and strategies we will employ to overcome them (**appendix 1**).
- Publish on the school website how funding has been allocated for the current academic year, and publish a statement of how the school spent the funding in the previous year and its impact on the progress and attainment of pupils eligible for support through the Pupil Premium;
- Monitor and review the expenditure of the Pupil Premium budget allocation and its impact on attainment of the cohort;
- Update the provision register termly and track the extra support & activities Pupil Premium children access (**appendix 2**);
- The academic attainment and progress of each Pupil Premium child is monitored every half term using the school tracking system (**appendix 3**);
- Track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.

Governing Body:

- Monitor and review the school's Pupil Premium Policy;
- Ensure that the school uses the Pupil Premium and other resources to overcome barriers to learning in areas such as reading, writing and numeracy.

OUTCOMES:

- This policy will play an important part in the educational development of the individual pupils who are entitled to the Pupil Premium.
- We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face.
- The school will use the additional funding to promote the achievement and progress of all entitled pupils.
- Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met.
- As a result of the additional funding, these children will make better progress and achieve higher standards that would have been likely without it.



Pupil premium strategy statement – Appendix 1

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year	

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

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Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the ?? to ?? academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Pupil Premium Provision at St. Joseph's

??-??



Pupil Premium at St. Joseph's
Autumn ???

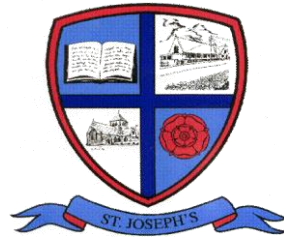
NAME	HANDWRITING	SCHOOL/ECO COUNCIL	Running club	FRENCH CLUB	CRICKET	KEYBOARD	BLOG CLUB	MINI-VINNIES	Y6 HOMEWORK CLUB	DEBATE CLUB	NEWSPAPER CLUB	CHOIR	GUITAR LESSONS	SSP AFTER SCHOOL	DODGEBALL	CHOIR	CHESS CLUB	FOOTBALL	NETBALL	DT	ART	CHICKEN CLUB	FRENCH CLUB	GARDENING CLUB	HAPPY TO BE ME NURTURE GROUP	HOW DOES IT BENEFIT THEM?	
	X													X		X						X	X				Clubs develop physical fitness, team work, pride with handwriting, confidence to perform in front of an audience and learns how to care for animals.
		X												X								X					SC- develops debating, organisational and teamwork skills.
	X																				X						A-Helps to develop artistic skills and use a wide range of materials. HW-Develop pride in his handwriting.
	X		X					X						X		X							X				Clubs develop physical fitness, team work, pride with handwriting, confidence to perform in front of an audience and learns how to care for animals.

Pupil Premium at St. Joseph's
Spring ???

	HANDWRITING	SCHOOL/ECO COUNCIL	KEYBOARD	BLOG CLUB	READING EGGS/MATHLETICS	FOOTBALL	NETBALL	MINI-VINNIES	Y6 HOMEWORK CLUB	DEBATE CLUB	NEWSPAPER CLUB	CHOIR	GUITAR LESSONS	SSP AFTER SCHOOL	CHOIR	ART	CHICKEN CLUB	FRENCH CLUB	HAPPY TO BE ME NURTURE GROUP	BOARD GAMES	READING FOR PLEASURE	HOW DOES IT BENEFIT THEM?
	X						X					X		X	X							
														X						X		Clubs develop physical fitness, team work, pride with handwriting, confidence to perform in front of an audience and learns how to care for animals. A-Helps to develop artistic skills and use a wide range of materials
	X																					SSP- develops physical fitness and teamwork
																						Develops pride in his handwriting.

Pupil Premium at St. Joseph's
Summer ???

	HANDWRITING	SCHOOL/ECO COUNCIL	KEYBOARD	BLOG CLUB	READING EGGS/MATHEMATICS	FOOTBALL	NETBALL	MINI-VINNIES	Y6 HOMEWORK CLUB	DEBATE CLUB	NEWSPAPER CLUB	CHOIR	GUITAR LESSONS	SSP AFTER SCHOOL	CHOIR	ART	CHICKEN CLUB	FRENCH CLUB	HAPPY TO BE ME NURTURE GROUP	BOARD GAMES	READING FOR PLEASURE	HOW DOES IT BENEFIT THEM?
	X						X					X		X	X							Clubs develop physical fitness, team work, pride with handwriting, confidence to perform in front of an audience and learns how to care for animals. A-Helps to develop artistic skills and use a wide range of materials
														X						X		SSP- develops physical fitness and teamwork
	X																					Develops pride in his handwriting.



'Living life to the Full'

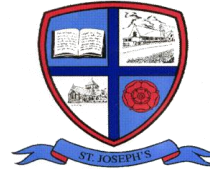
St. Joseph's Catholic Primary School Wrightington

PUPIL PREMIUM xxxx/xxxx

YEAR/YEAR	SCHOOL (??/??)	NATIONAL (??/??)	LANCASHIRE (??/??)
TOTAL OF PP PUPILS:			

<u>ATTAINMENT OF PP PUPILS (???? data)</u>				
	MATHS	READING	WRITING	
ABOVE: <i>(these children are included in on track+)</i>				
ON TRACK +:				
BELOW:				

<u>PROGRESS OF PP PUPILS (???? data)</u>			
	MATHS	READING	WRITING
GOOD PROGRESS: <i>(these children are included in on track+)</i>			
EXPECTED +:			
BELOW:			



PUPIL PREMIUM TRACKING - NAME XXX

<u>NAME OF CHILD</u>	<u>ELG</u> 07/13	<u>PHONICS</u> <u>SCREENING</u> Y1 06/14	<u>PHONICS</u> <u>SCREENING</u> Y2 06/15	<u>END OF Y2</u> 07/15	<u>INTERVENTION</u>	<u>END OF Y3</u> 07/16	<u>INTERVENTION</u>	<u>END OF Y4</u>	<u>INTERVENTION</u>	<u>END OF Y5</u>	<u>INTERVENTION</u>	<u>END OF Y6</u>	<u>END OF KS</u> <u>TARGET TAKEN</u> <u>FROM</u>
XXXXXX GPS													
XXXXX MATHS													
XXXXX READING													
XXXX WRITING													

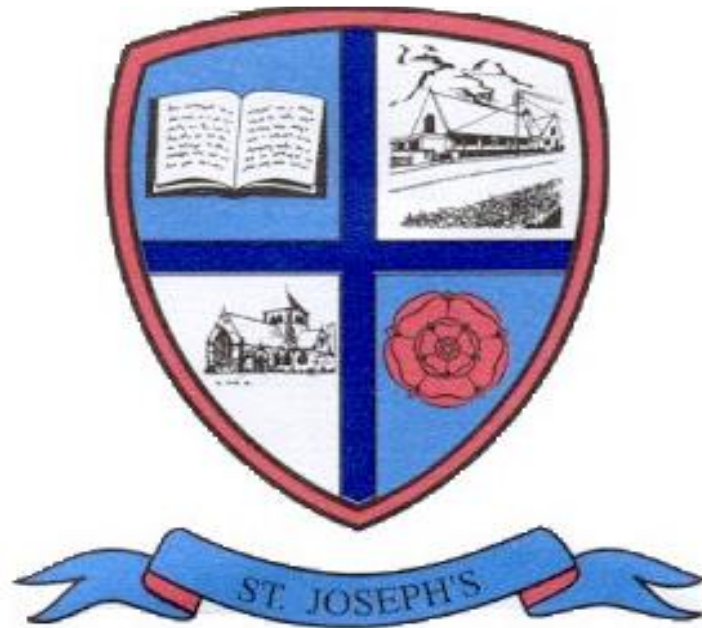
Y6 ATTAINMENT

<u>Y6</u>	<u>AUTUMN 1</u>	<u>AUTUMN 2</u>	<u>SPRING 2</u>	<u>SUMMER 2</u>
<u>READING</u>				
<u>WRITING</u>				
<u>GPS</u>				
<u>MATHEMATICS</u>				

Y6 PROGRESS

<u>Y6</u>	<u>END OF Y2</u>	<u>AUTUMN 2</u> <u>PROGRESS</u>	<u>SPRING 2</u>	<u>SUMMER 2</u>
<u>READING</u>				
<u>WRITING</u>				
<u>GPS</u>				
<u>MATHEMATICS</u>				

**ST JOSEPH'S
CATHOLIC PRIMARY
SCHOOL**



**POLICY FOR THE EDUCATION OF
LOOKED AFTER CHILDREN AND
PREVIOUSLY LOOKED AFTER
CHILDREN (LCC Adopted)**

Reviewed: January 2022

To be reviewed: January 2024



MODEL SCHOOL'S POLICY FOR THE EDUCATION OF LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

Definition

A child 'looked-after by a local authority' is one who is looked after within the meaning of section 22 of Children Act 1989 or Part 6 of the Social Services and Well-being (Wales) Act 2014 .The Children Act 1989, as amended by the Children and Families Act 2014 and the Children and Social Work Act 2017.

Children Looked After are those in public care and are either –

- Subject to a Care Order or Interim Care Order, living either at home or away from home. The Local Authority has parental authority which it then shares with the parents in a prescribed way.
- Accommodated with friends or relatives, foster care or residential homes – parents retain full parental responsibility.
- Remanded into care.

A private agreement is not public care - when a child lives with friends or relatives by private arrangement and these children are not designated as Looked After.

A previously looked-after child is one who is no longer looked after in England and Wales because s/he is the subject of an adoption, special guardianship or child arrangements order which includes arrangements relating to with whom the child is to live, or when the child is to live with any person³, or has been adopted from 'state care' outside England and Wales; and

A child is in 'state care' outside England and Wales if s/he is in the care of or accommodated by a public authority, a religious organisation or any other organisation the sole or main purpose of which is to benefit society.

Aims

The school is committed to the concept of the corporate parent for children looked after and will work tirelessly to support children looked after, and from September 2018, previously looked after children to:

- Offer stability, safety, continuity, positive experiences and individual care and attention.
- Develop an attachment aware school and embed strategies to support the impact of trauma on emotional and mental health.
- Enable all children to make good progress in learning.

The school will take account of all related statutory guidance:

Promoting the education of looked after and previously looked after children: DFE Feb 2018

Revised Guidance on the Role of the Designated Teacher for looked after children and previously looked after children Feb 2018.

Rationale

- Nationally, the education outcomes at all stages, for Children Looked After and children previously looked after are of concern with a significant gap compared with outcomes for their peers who are not looked after or previously looked after.
- It follows that children and young people who are looked after or previously looked after require additional support and positive discrimination in their favour if this situation is to be improved.

ROLES AND PRIORITIES

Governing Body will:

Ensure there is a designate a member of staff appointed who is a qualified teacher (the designated teacher) as having the responsibility to promote the educational achievement of looked-after children and previously looked after children.

Ensure the designated teacher has appropriate seniority and professional experience to provide leadership, training, information, challenge and advice to others that will influence decisions about the teaching and learning needs of looked-after and previously looked-after children.

Ensure the designated teacher is able to undertake appropriate training to support their role.

Ensure looked after children and previously looked after children are the priority group for admission to the school.

Ensure Pupil Premium Grant+ allocated is used for the benefit of looked after Children and previously looked after children to support progress, attainment, engagement and well-being.

Ensure school policies and approaches appropriately reflect the needs of looked-after and previously looked-after children.

The Headteacher and Leadership team will:

- Provide an annual report on the provision for, and progress of, Children Looked After and previously looked after children, to the Governing Body.
- Ensure staff are aware that the provision to support Children Looked After and previously looked after children is a key school priority.
- Give the Designated Teacher for Children Looked After and previously looked after children, the time and facilities to carry out his / her job description and to support them at all times in their work.
- Ensure the voice of looked-after and previously looked-after children is a vital part of successfully understanding and meeting their needs.
- Ensure Pupil Premium Grant+ allocated is used for the benefit of looked after Children and previously looked after children to support progress, attainment, engagement and well-being.
- Show a personal interest and involvement in Children Looked after and previously looked after children, in the school.

- Challenge negative stereotypes of Children Looked After and previously looked after children, if they exist ,and to insist on the highest of expectations and especially in terms these cohorts,
- Provide Continuing Professional Development for staff on issues pertaining to Children Looked After and previously looked after children, such as Attachment and Trauma.
- Work in partnership with the Virtual School, Children Social Care and other relevant services to share information and promote progress and achievement.

Designated Teacher

The school Designated Teacher will:

- Be a champion for Children Looked After and previously looked after children within the school and ensure that they are receiving special provision.
- Ensure that the Children Looked After and previously looked after children are aware of who the Designated Teacher is, and that the member of staff's role is to support them at school.
- Ensure that teachers who need to know are aware of who Children Looked After and previously looked after children are, and ensure that the staff treat the information confidentially.
- Ensure that any issues regarding a child or young person being in care or previously in care, are treated sensitively by all staff.
- Ensure Children Looked After and children previously looked after receive extra support as necessary and appropriate, with the key aims of helping them achieve their academic potential and further their personal and social development.
- Ensure Pupil Premium Grant+ allocated is used for the benefit of looked after Children and previously looked after children to support progress, attainment, engagement and well-being.
- Ensure Personal Education Plans (PEP) and PEP Reviews occur on time (one review each term) and to play the lead educational role at these PEP meetings. Ensure the pupil, parent and/or carer and Social Worker contribute to, and are involved in, PEP reviews.
- Ensure that all possible is being done to raise the achievement levels of Children Looked After i.e.
 - The pupils are following an appropriate curriculum (and in Year 8 or 9 make the best possible option choices);
 - The pupils know their targets and get feedback at least termly on how they are improving in relation to these targets and how they can improve and do better;
 - The pupils are entered for national assessment tests and public examinations when appropriate.
 - The pupils have access to any booster support that is available in the school;
 - The pupils have all possible individual assistance in developing their basic literacy, reading and numeracy skills;
 - Pupils on the Special Educational Needs register receive all possible support to meet their needs;
 - Able pupils have access to the school's Gifted and Talented provision;
 - All possible support is given at times of transition (KS1 – KS2, KS2 – KS3, KS3- KS4); or when a home placement move is taking place.

- Ensure that Children Looked After receive a smooth induction into the school, with the obtaining of all relevant past history.
- Keep comprehensive and up to date files on each pupil and to ensure that these are passed on should the student move school.
- Meet with the children regularly to discuss progress and any in school or out of school issues.
- Check with staff on a continuous basis how the pupil are doing and to intervene quickly at the first sign of a problem, e.g. behaviour issues, poor effort etc.
- Monitor attendance on a weekly basis.
- In secondary schools to ensure that:-
 - pupils receive all possible guidance and assistance in terms of their post 16 pathways, with the aim of ensuring that they progress to education, employment or training;
 - Pupils are given specific help in developing the social and personal skills that will give them better life chances.
- Draw up strategies for pupils who are not achieving, behaving poorly or not attending and then monitor the success of their implementation.
- To undertake periodic student voice exercises.
- To encourage pupils to be fully involved in extracurricular and extension activities both in and outside school; to help them with the logistics of taking part in school trips and other activities; to encourage them to be fully involved in the school, eg year and school councils.
- To ensure that students know there is someone they can approach if ever they have a problem or just want to talk, (this could be either the Designated Teacher or another member of staff)
- To make provision for specific mentoring or counselling as needed.
- To liaise with carers keeping them informed but also urging them to be partners in the pupils' education and showing them how they can do this.
- To ensure that pupils are getting their fair share of praise and rewards from the school's systems and to intervene when this seems not to be the case. To be vigilant for any child protection issues and also to check carefully for any sign of a Child Looked After or previously looked after child who is being bullied.
- To ensure that the School Nurse is aware of the child's medical history and is liaising with the Children Looked After Health Support Team.
- To liaise closely with the Education of Children Looked After (Virtual School) Team
 - Informing the Virtual School Team of any problems out of school that seem to have been identified;
 - seeking the support of the Virtual School Team if LA or other agency procedures do not seem to be giving necessary support to Children Looked After;
 - keeping the Virtual School Team informed about the general progress of Children Looked After;
 - Informing the Virtual School Team if carers do not seem to be co-operating with the school in helping the student's educational development.

Teachers and Support Staff:

To be aware of Children Looked After and previously looked after children in their classes and to give them all possible support and encouragement as students who need special provision and positive discrimination whilst preserving confidentiality and showing sensitivity and understanding.