



Holy Rood Catholic Primary School, Swindon



Pupil Premium Policy





School Vision:

Belong

At Holy Rood Catholic Primary School, we will provide a nurturing and inclusive environment enthused by the Spirit of Christ to enable everyone to make a positive contribution, both to the school and the wider community. We will show love, compassion and respect for others. A sense of unity will be created by forming relationships that are based on trust, loyalty, forgiveness and acceptance; we will endeavour to act justly and be peacemakers as Christ's disciples, inspired by the Gospel values.

We will encourage a sense of responsibility and help children learn to appreciate God's world around them through reflection, mission, prayer, healing and peace.

Learn

We resolve to develop a sense of awe and wonder at God's creation for our children - where creativity flourishes and everyone is inspired to learn, demonstrating a curiosity about the world around them.

We will strive to ensure that all of our learners are able to face new challenges with confidence, in a Christian learning environment where informed risk taking and a resilient attitude are welcomed, encouraged and achieved.

Our positive and enthusiastic approach to teaching and learning will motivate every person. Each will know that they are uniquely loved by God. We will continue to enjoy our learning and reflect on our efforts and achievements, inspiring us to always try our best.

Achieve

The children will be determined in their daily challenges, gaining confidence in their own ability, imagining what they could achieve with continued effort and commitment and working to fulfil the exclusive plan God has for each of them.

By fully engaging in all aspects of school, children will have had the opportunity to go on to accomplish as ambitious and competent individuals, always striving to achieve their full potential and positively participating in God's world.

Children's Mission Statement:





Rationale

The Pupil Premium Grant (PPG) was introduced in April 2011. PPG provides funding for two purposes. It is made available to schools to:

- raise the attainment of disadvantaged pupils and close the gap with their peers;
- support children and young people with parents in the regular armed forces.

Eligible children

Disadvantaged children:

- Ever 6FSM* - Pupils who have been registered for free school meals (FSM) at any point in the last six years and those recorded as eligible in the January school census.
- Post-LAC* - Pupils who were looked after by a local authority immediately before being adopted or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC.
- LAC* - Pupils who have been looked after (LAC) for at least one day.

Service Children:

Ever 6 service children - Pupils who were recorded as having 1 or both parents in His Majesty's Forces and so being eligible for the service child premium in any of the previous 4 years, as well as those recorded as a service child for the first time on the January school census. Pupils in receipt of a child pension from the Ministry of Defence.

Pupils from families with NRPF

Pupils from families with NRPF (no recourse to public funds) are also eligible to apply for the PPG. This includes families seeking asylum and those with refugee status, who are not able to claim state benefits due to their immigration status.

The DfE allocates the PPG funding (2024-2025) to schools as follows:

- £1515 per pupil for each Ever 6 FSM
- £2630 per pupil for each LAC
- £2630 per pupil for each post LAC
- £350 per pupil for each Ever 6 service child
- £938 per pupil eligible through Disability Access Fund

(Pupil Premium: conditions of grant can be found [here](#)

Schools decide how the PPG is allocated and spent, as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. Schools are required to publish online information about how they have used the Premium.

When publishing data, Ofsted refer to Ever6FSM, LAC and Post LAC as disadvantaged pupils.

This policy must be read in conjunction with other school policy documents including:

- Assessment Policy
- Special Educational Needs and Disability Policy
- Equal Opportunities Policy
- Subject Policies
- PSHE/RSE Policies

Aims

At Holy Rood Catholic Primary School, we believe that every child is entitled to receive quality-first teaching. Strategic School Improvement Planning, on-going professional development and rigorous monitoring and evaluation of teaching and learning ensures this. Furthermore, robust systems for tracking and analysing pupil progress are used to ensure pupils make good progress. We track data to check whether pupils make expected progress and to identify quickly when adjustments to provision must be made.

Our aims:

- To ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To make appropriate provision for pupils belonging to vulnerable groups although we recognise that not all pupils who receive PP funding will be socially disadvantaged.
- To allocate PP funding based on needs, which will identify and prioritise classes, groups or individuals. This means that not all pupils receiving PP funding will be in receipt of PP interventions at any one time.
- To recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. We reserve the right to allocate the PP funding to support any pupil, or groups of pupils, that we have been legitimately identified as being 'in need'.

In addition to this, we ensure that all staff are clear in their understanding that we must never confuse eligibility for PP with low ability or attainment. We focus on supporting PP and disadvantaged pupils to achieve the highest levels of attainment. We recognise that many pupils claiming FSM will also fall into other groups vulnerable to underachievement. In addition to planning effective intervention that maximises the impact of PP funding, we will also map the range of needs within our pupil population.

Identification of Pupil Premium Pupils

It is essential that all children entitled to receive FSM or LAC or Service families are recorded accurately on SIMs and in the School Census. The school Administrative Team take responsibility for this in the first instance. At the start of each academic year a list of all children in receipt of PP funding is circulated to staff. Changes will be highlighted as they occur throughout the year e.g. as new pupils arrive at or leave the school or individual family circumstances change.

From 2024, as part of the enrolment process for new pupils, parents have been asked for consent to submit their details to be screened through our Online Free School Meal Checker software. This software checks the parents' information against the government's Employer

Checking Service database to ascertain whether or not the child is eligible for FSM and therefore, for PPG. Further checks are then made at regular intervals for the duration of the child's time on roll in order to identify any pupil who is eligible for Pupil Premium.

Details of children receiving Pupil Premium funding are treated confidentially and in accordance with GDPR.

Planning

Our Pupil Premium strategy is based on the belief that a range of strategies will provide our disadvantaged pupils with the best opportunities to succeed in school. This approach is endorsed by advice sought from the Education Endowment Foundation. Therefore, the provision made by the Governors and Head Teacher includes:

1. Teaching and learning including additional class-based or intervention work to accelerate progress of targeted groups or individuals, including tuition provided by experienced and well qualified teachers.
2. Targeted Interventions to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified Special Educational Needs and Disabilities. This may include pastoral intervention to address a pupil's social, emotional or mental health needs.
3. Wider strategies to ensure that children are given a full opportunity to develop as well-rounded individuals with the confidence and cultural capital necessary to succeed in the next stage of education. These may include opportunities in sport or creativity to further improve self-confidence and motivation for learning. It also includes participation in the 'Holy Rood 42' experiences. For some children, this also includes pastoral support work to raise self-esteem, extend each child's personal skill set and support pupils to make appropriate choices in order to maximise learning opportunities.

We currently use our PPG funding in a variety of ways, as outlined in the table below. This is reviewed regularly and adjustments to provision are made. The current Pupil Premium Strategy, detailing the specific programmes in place for this academic year, can be accessed via the school website.

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| Quality first teaching | Experienced and highly capable teachers and TAs are deployed. The TAs work in partnership with the class teacher to provide well-targeted support and clearly identified success criteria. A good level of progress is expected and monitored. |
| Intervention programmes: 1:1 and small group tuition | Experienced and trained teaching assistants deliver individual and group intervention programmes. These include: Precision Phonics, Number Stacks, Project X Code and same day interventions in MOT maths sessions. |
| Enrichment opportunities | PP funding may be used to support families in providing and/or funding: music tuition, residential visits, swimming and breakfast and after school clubs. |
| SENDCO | Non-teaching SENDCO employed for 0.6 of a week. Supports staff in writing and delivering Individual Education Plans and through the engagement and support of outside agencies. Leads meetings for Early Help Records. |

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| External support | When appropriate, we buy-in additional learning services e.g. Educational Psychologist, behaviour support or specialist mental health support. |
| Pastoral Lead | Pastoral Lead employed for 0.8 of a week, who is also a deputy safeguarding lead. They help to run interventions such as nurture groups and a Drawing and Talking programme to support children's social, emotional and behavioural well-being in times of difficulty. The Pastoral Lead also provides the necessary support for families when required. |
| Extra-curricular activities | Extra-curricular activities may be funded for children receiving Pupil Premium such as after school sports activities. |

Our work through PPG aims at accelerating progress if children are underachieving, moving children to at least age-related expectations. This includes targeting able children who receive the Pupil Premium Grant to achieve a good level of development in FS2 and to be working at the expected standard (EXS) at the end of KS1 or KS2.

Pupil Progress Tracking and Analysis

At Holy Rood Catholic Primary School, we believe that careful tracking and analysis of individual pupil progress is essential. This ensures that pupils who are at risk of under attaining or underachieving, whether receiving PP or not, are identified as difficulties arise. Early identification of these pupils, throughout the school year and at end of year transition meetings, means that slow progress, barriers to learning or specific additional needs can be identified and adapted provision made. We use Excel assessment spreadsheets to monitor all children's attainment and progress against their end of key stage starting points as well as against the termly KPIs (chosen in line with national averages for end of key stage results). Teachers analyse pupil level data carefully and identify target children and groups in their cohort action plans. Pupil Progress minutes and moderation exercises also help to inform these action plans, ensuring they are accurate and that interventions can be used smartly to ensure progress.

Teachers' Performance Management targets are linked directly to pupil progress within their Performance objective. This includes how they provide support and challenge for more able, SEND and children receiving the Pupil Premium.

Transition

Effective and carefully considered transition into FS2 and across Key Stages is essential for all pupils. This is particularly important for pupils in receipt of PP funding. There are a variety of transition systems in use at Holy Rood Catholic Primary School. These include:

- Transition from FS1 to FS2 EYFS practitioners receive non-contact time in which to liaise with pre-school providers. In addition to this, all families have an appointment to meet with the Head Teacher or Foundation Stage Lead. This provides a 1:1 opportunity to meet the parents and they can raise or discuss issues relating to them personally.
- Transition between year groups and key stages needs to be focused on individual pupils. This will include sharing information relating to pupils' backgrounds and family circumstances and current attainment and progress levels. Other information is also recorded and discussed.
- Transition into secondary school can be a difficult time for pupils if not managed carefully. We work hard to develop good relationships with all the secondary schools to which our



pupils transfer. We facilitate secondary staff meetings with our pupils at school and provide opportunities for parents to meet with secondary school staff. Our Year 6 teachers work hard to ensure transition meetings cover key information relating to individual pupils and that data/information is passed on accurately.

Teaching and Learning

Children receiving the Pupil Premium receive quality-first teaching. Staff adjust work as appropriate to meet the pupils' needs. The Pupil Premium Lead works with the SENDCO to update and monitor the School's Provision Map, which identifies areas of intervention for children receiving the Pupil Premium.

Teaching & support staff:

- maintain the highest expectations of all pupils and not equate disadvantage of circumstances with 'low ability';
- speak and write about children receiving Pupil Premium in a manner that is respectful and compassionate and which builds a discourse of inclusion. We refer to 'children receiving Pupil Premium' or 'children in the Pupil Premium group'.
- promote an inclusive and collaborative ethos in their classrooms, which enable pupils from disadvantaged backgrounds to thrive;
- plan and deliver curricular 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 provision which has been proven to narrow the gaps in attainment and achievement.

We provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This supports them in implementing successful strategies to accelerate students' progress and narrowing the gaps in their subject knowledge.

Monitoring and Evaluation

We review regularly the impact of initiatives and strategies aimed to improve outcomes for pupils receiving the Pupil Premium. Best practice and best value are taken into account when assessing and evaluating the allocation of funds. Monitoring and evaluation will focus on the points raised below and will also consider a range of quantitative and qualitative measures.

The Pupil Premium Lead uses the Swindon Affordable Schools checklist as a self-evaluation tool in order to ensure that school events, activities, routines and equipment remain accessible to low-income families.

Reporting

It is the responsibility of the Head Teacher, or a delegated member of staff, to produce regular reports for Governors on:

- the progress made towards narrowing the gap for socially disadvantaged pupils;
- an outline of the provision in place at the school;
- an evaluation of the effectiveness of the use of PPG, in terms of the progress made by the pupils receiving a particular provision.



The Pupil Premium lead is responsible for producing a three-year Pupil Premium Strategy for the use of the Pupil Premium. The Pupil Premium Strategy is reviewed annually and a report is available on the school website detailing the allocation of the funding. The Pupil Premium policy details the intent and approach towards use of the Pupil Premium and will be reviewed every year in line with national changes.

| Glossary | |
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| PP | Pupil Premium |
| FSM | Free School Meals |
| LAC | Looked after Child |
| TA | Teaching Assistant |
| EYFS | Early Years Foundation Stage |
| FS1 | Foundation Stage 1 (nursery) |
| FS2 | Foundation Stage 2 (Reception Year in school, same as EYFS) |
| SENDCo | Special Educational Needs & Disabilities Coordinator |
| TaHMS | Targeted Mental Health in schools |
| PSA | Parent Support Advisor |
| EAL | English as an Additional Language |
| AoL | Assessment of Learning |