



St Peter & St Paul
Catholic Voluntary Academy
Pro Petro Paulo Patria

Pupil Premium Information

Principles

All members of staff and governors accept responsibility for 'socially disadvantaged' students 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.

Background

The Pupil Premium Grant is Government initiative that targets extra money at students from deprived backgrounds. Research shows that students from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided in order to support these students in reaching their potential.

Ever 6 FSM

The Government has used students entitled to Free School Meals as an indicator for deprivation and the Pupil Premium Grant (£935 per student) for 2014-15 will be awarded to students in Years 7 to 11 recorded as Ever6 FSM (any student eligible for FSM on January 2014 census or during any of the previous six years).

Adopted from Care

The Pupil Premium Grant will provide funding for those students in Years 7 to 11 adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or residence Order and known as post LAC. The level of the premium for 2014-15 is £1900.

Looked After Children

The Pupil Premium Grant will provide funding for those students in Years 7 to 11 who are recorded as Looked After Children (LAC). The level of the premium for 2014-15 is £1900, of which £600 comes directly into school and the remainder is managed by the Virtual School Head in the authority for the benefit of the child's educational needs as described in their Personal Educational Plan (PEP).

Service Children

The Pupil Premium Grant will also provide funding for supporting students in Years 7 to 11 recorded as an 'Ever4 Service Child' or in receipt of a child pension from the Ministry of Defence. Students who have a parent currently serving in the regular armed forces or eligible from 2011 are considered to be an 'Ever4 Service child'. The level of the premium for 2014-15 is £300.

The Pupil Premium is allocated to schools/academies and is clearly identifiable. It is for academies to decide how the Pupil Premium is spent in order to provide the support needed for the individual student.

Provision

The Governing Body will ensure that provision is made which secures the learning and teaching opportunities that meets the needs of all students.

As part of the additional provision made for students who belong to vulnerable groups, the Governors of the Academy will ensure that the needs of socially disadvantaged students are adequately assessed and their progress tracked. Appropriate intervention strategies will be implemented.

In making provision for socially disadvantaged students the Governors of the Academy recognise that not all students who receive free school meals will be socially disadvantaged. The Governors also recognise that not all students who are socially disadvantaged are registered or qualify for free school meals. The Governors reserve the right to allocate the Pupil Premium funding to support any student or groups of students the academy has legitimately identified as being socially disadvantaged.

Range of Provision

It is the Academy's intention to use this additional funding in a variety of ways to support the individual needs of students who fall into the Pupil Premium categories in order to ensure they have full access to the curriculum as well as enrichment activities, providing equal opportunities for them to achieve and to go on to study at a higher level.

Our provision for disadvantaged students is implemented in line with the following generic strategies:

- Improving the quality of teaching and learning across the academy
- Developing the use of feedback, both oral and written, to enhance progress
- Where appropriate guiding students towards a personalised curriculum pathway (especially at KS4) which will support their future needs
- Creating an effective learning environment for all
- Using 1-1 and small group intervention strategies in literacy and numeracy
- Identifying and targeting extended services provision to support those students with emotional, social and behavioural needs

And through a range of supporting strategies which allow a personalised response to disadvantaged students or to support a students' overall educational experience, currently:

- 1-1 and small group support from teaching staff, TAs, tutors
- Support to develop specific learning skills
- Additional subject based support
- Homework clubs/support
- Equipment for subjects such as Food Technology
- Extra-curricular activities such as music lessons, sports coaching
- Funding for educational trips and visits
- Assistance with the purchase of uniform
- Daily breakfast
- Other consideration

Reporting

It will be the responsibility of the Assistant Headteacher, to produce a report for the Curriculum and Standards Committee and to provide an update for the Full Governing Body as an attachment to the Headteacher's Report, to include:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- 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 Governing Body will consider the information provided, in the light of the data relating to the progress of the school's socially disadvantaged pupils, in conjunction with the revised schools' league tables.

The Governors will ensure that there is an annual statement to the parents outlining how the Pupil Premium funding has been used to address the issue of closing the gap for socially disadvantaged pupils.

Success Criteria

The evaluation of this policy is based on how the Academy can ensure that there is no significant disparity within the Academy between socially disadvantaged students and their peers.

Evidenced by:

- External reports on Narrowing the Gap eg RAISEonline
- Monitoring and Tracking of internal data, including progress, attendance
- Pupil Premium Report (School Centre) on expenditure
- Creating a positive school atmosphere in which students' differences are recognised and valued as full members of the school community; developing confident and independent learners.

Appendix 1

Education Endowment Foundation Toolkit

Feedback	▲▲▲▲▲	+8 months
Meta-cognition and self-regulation	▲▲▲▲▲	+8 months
Early years intervention		+6 months
Peer tutoring	▲▲▲▲▲	+6 months
Collaborative learning	£££££	+5 months
Homework (Secondary)	£££££	+5 months
Mastery learning	▲▲▲▲▲	+5 months
One to one tuition		+5 months
Oral language interventions	▲▲▲▲▲	+5 months
Reading comprehension strategies	£££££	+5 months
Behaviour interventions	▲▲▲▲▲	+4 months
Digital technology	▲▲▲▲▲	+4 months
Small group tuition	▲▲▲▲▲	+4 months
Social and emotional learning	£££££	+4 months
Outdoor adventure learning	▲▲▲▲▲	+3 months
Parental involvement	▲▲▲▲▲	+3 months
Reducing class size		+3 months
Arts participation	▲▲▲▲▲	+2 months
Extending school time	▲▲▲▲▲	+2 months
Individualised instruction	▲▲▲▲▲	+2 months
Learning styles	£££££	+2 months
Sports participation	▲▲▲▲▲	+2 months
Summer schools	▲▲▲▲▲	+2 months
Homework (Primary)	£££££	+1 month
Mentoring	▲▲▲▲▲	+1 month
Teaching assistants		+1 month
Aspiration interventions	▲▲▲▲▲	0 months
Block scheduling	£££££	0 months
Performance pay	▲▲▲▲▲	0 months
Physical environment	▲▲▲▲▲	0 months
School uniform	£££££	0 months
Setting or streaming	£££££	-1 month
Repeating a year		-4 months