

St Thomas More Catholic Primary School

Pupil Premium Policy



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Contents

1. Aims	3
2. Legislation and guidance.....	3
3. Purpose of the grant.....	3
4. Use of the grant.....	3
5. Eligible pupils.....	5
6. Roles and responsibilities.....	5
7. Monitoring arrangements.....	6

1. Aims

This policy aims to:

- › **Provide background information** about the pupil premium grant so all members of the school community understand its purpose and which pupils are eligible
- › Set out **how the school 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 [allocations and conditions of grant guidance 2024 to 2025](#), published by the Education and Skills Funding Agency (ESFA). It is also based on guidance from the Department for Education (DfE) on [using the pupil premium](#), [virtual school heads' responsibilities concerning the pupil premium](#), and the [service pupil premium](#).

3. Purpose of the grant

The pupil premium grant is additional funding allocated to publicly funded schools to raise the attainment of disadvantaged pupils and support pupils with parents in the armed forces.

The school 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 they can reach their full potential.

4. Use of the grant

Pupil premium funding from the government is given to schools to help pupils reach their full potential, regardless of their background or financial situation. It's provided for pupils who:

- Are registered for free school meals
- Have been registered for free school meals at any point in the past 6 years
- Are, or have been, in care
- Have parents in the armed forces

At St Thomas More Catholic Primary School, we will receive an extra £1,480 for every eligible pupil who is registered for free school meals. This extra money could make a real difference to the quality of education we offer.

For example, we've previously used pupil premium funding for:

- Educational provisions
- Resources
- Academic interventions
- Wellbeing and self-esteem building interventions
- Supporting school trips and workshops
- Additional support staff
- Access to more clubs and sporting events

At St Thomas More Catholic Primary School, it is our aim to ensure that all children from disadvantaged backgrounds are able to make at least the same progress as their peers. Children from disadvantaged backgrounds are engaged in a rich and varied curriculum that enables them to achieve academically, socially and emotionally; ensuring they are ready for their next transition.

When identifying the **challenges our pupil premium** children face, we need to consider - Diagnostic assessment, using data from internal and external assessments, is important for identifying the specific areas where intervention and support will improve each pupil's academic progress. We draw on data to develop an understanding of any non-academic challenges that pupils are facing which negatively affect their education and readiness to engage with education, for example:

- attendance and levels of persistent and severe absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns

When identifying the main challenges pupils are facing, it is important to consider the underlying academic and non-academic causes of them.

When allocating the funds to meet specific challenges, we split the funds into three key areas –

- developing high-quality teaching
- providing targeted academic support
- tackling non-academic barriers to academic success

The menu of approaches aligns with the EEF's evidence-informed tiered approach, as set out in EEF's guide to the pupil premium, which helps schools allocate spending across these areas. Using evidence to inform decision-making throughout our pupil premium strategy planning is vital in order to achieve the biggest impact on pupil outcomes. Our strategy is informed by research evidence [guide published by the Education Endowment Foundation \(EEF\)](#), and other sources.

The breakdown of spending across these area is detailed in our pupil premium strategy and carefully considers how the spending will support the challenges and will have the most significant impact. Our aim is to set ambitious, but realistic, target outcomes and allocate funding to activities most likely to deliver those outcomes, based on evidence of what works.

We publish our strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the conditions of grant, and using the templates on GOV.UK.

Our pupil premium strategy statement is available here: <https://st-thomasmore.medway.sch.uk/key-information/pupil-premium/>

5. Eligible pupils

The pupil premium is allocated to the school based on the number of eligible pupils in year R to year 6.

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 (FSM) 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.

This also includes pupils with no recourse to public funds (NRPF). The government has permanently extended FSM eligibility to include children in all households with NRPF.

It does not include pupils who received universal infant free school meals but would not have otherwise received free lunches.

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 Previously looked-after children

Pupils recorded in the most recent October census who:

- › Were looked after by a local authority or other state care immediately before being adopted, or
- › Left local authority or other state care on a special guardianship order or child arrangements order

This includes children adopted from state care or equivalent from outside England and Wales.

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 1 of their parents died while serving in the armed forces

6. Roles and responsibilities

6.1 Headteacher and senior leadership team

The headteacher and senior leadership team are responsible for:

- › Keeping this policy up to date, and ensuring it is implemented across the school
- › Ensuring 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 the pupil premium strategy statement on the school's use of the pupil premium in each academic year on the school website, in line with the DfE's [guidance on using the pupil premium](#) and using the templates on GOV.UK.
- › 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 Virtual school heads

- › Virtual school heads are responsible for managing pupil premium funding for children looked after by a local authority, and allocating it to schools. Their responsibilities include, but are not limited to:
- › Identifying the eligible looked-after children and informing the local authority
- › Making sure methods for allocating and spending ensure that looked-after children benefit without delay
- › Working with each looked-after child's educational setting to put together a personal education plan, agree how pupil premium funding will be spent to meet the need identified in this plan, and ensure the funding is spent in this way
- › Demonstrating how pupil premium funding is raising the achievement of looked-after children
- › Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for.

7. Monitoring arrangements

This policy will be reviewed annually by the Senior Leaders and Headteacher. The policy will be shared with the governing board.

