

Our Lady and Saint Benedict Catholic Academy



NEWMAN CATHOLIC ACADEMY COLLEGIATE PUPIL PREMIUM POLICY



Last Review Date January 2023

Next Review Date January 2024

This policy incorporates the aims and values of the Newman Collegiate Mission Statement:

THE NEWMAN CATHOLIC COLLEGIATE MISSION

The Newman Catholic Collegiate is a partnership of nine Catholic academies in North Staffordshire, part of the Archdiocese of Birmingham, under the patronage of Saint John Henry Newman.

Our priority is to help students to know Jesus Christ, his mission and his Gospel, which forms our way of living.

We commit to work together so that each academy, respecting its own unique character, will offer outstanding Catholic education.

Our shared vision of life respects the uniqueness of all students, supporting their families, engaging them in their communities, and offering them unconditional love, so that they may achieve their potential and live life in its fullness.

To achieve this, across our academies, we will know one another, offering each other encouragement and active support.

Our vision for the Collegiate is summed up in the words-

"GROWING TOGETHER FOR LIFE"

As a group of 9 Catholic Schools, the Gospel values are at the centre of each School community. The Mission Statement reflects the commitment to living and developing the Newman Catholic Collegiate schools as faith communities.

Our aim is to provide first class education in order to develop and fulfil the potential of all students in our care. The faith development of our students is of paramount importance and whilst we strive to live in a faith community, we also ensure opportunity for the development of religious belief and religious literacy to ensure the foundations of faith in all our students.

We recognise that not all pupils who are eligible for the Pupil Premium are under-achieving and that others may be under-achieving and not eligible for Pupil Premium funding.

It is Newman policy for the schools to plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident. Our schools are fully committed to ensuring the progress of all pupils and especially those that who are disadvantaged.

Aims:

The Newman Catholic Collegiate aims to develop school improvement by developing systems that enable us to work together to improve the quality of Catholic Education to all its pupils.

This will be done by

- Evidence based evaluation of school improvement using available data but most important by the Quality of Education available to all pupils in the school;
- Quality assurance of school Self-Assessment taking into account all available information gathered by, SEL, SIPs and other quality assurance activity;
- Using the Ofsted framework, Section 48 framework and the SELs expertise in these areas to provide clear understanding of external judgements and external accountability;
- Developing a common approach to reporting on school improvement by SEL and SIPs which are aligned with the MAC strategy and includes information which is specific to each academy;
- Using the expertise within the Central team to deploy resources where appropriate to drive school improvement;
- • Use the Collegiate improvement strategy to carefully monitor the progress of school in achieving the vision set by the Board of Directors.

The purpose of this policy is to: -

Ensure directors fulfil statutory responsibilities to make effective use of Pupil Premium funds with the aim of facilitating disadvantaged students to fulfil their potential.

This also includes LAC Pupil Premium and Catch up Premium through: -

- Ensuring that the needs of all disadvantaged pupils across the Newman Catholic Collegiate are effectively met;
- Ensuring that all schools have a detailed Pupil Premium Strategy and action plan in place;
- Outlining how Newman Multi Academy Company will allocate its Pupil Premium funding;
- Detailing the monitoring and evaluation processes that will be used to ensure impact;

- Identifying the roles and responsibilities involved in our Pupil Premium provision;

- Meeting the required statutory obligations.

Pupil premium funding is aimed to support those pupils who are:

- Eligible for free school meals now or in the last 6 years;

- Looked after or adopted;

- Children of Armed Forces personnel.

The Newman Catholic Collegiate welcomes the focus upon 'raising the achievement of disadvantaged children' as part of its commitment to ensuring that all of its Pupil Premium pupils receive the best teaching, engage safely in school life and make comparable progress to their peers.

The Newman Directors ensure that the allocated amount of money for Pupil Premium is used by each school and that it is used to enable all students to succeed, removing any barriers that they may have experienced.

The schools' Local Governing Bodies are responsible for monitoring how the school spend the Pupil Premium, in particular they will determine if the funds are allocated to disadvantaged pupils to secure educational achievement.

Strategic Organisation

In each school under the strategic leadership of the principal, the operational management of the school's policy for Pupil Premium is led by the Pupil Premium Lead and the Senior Leadership Team. All schools in the Collegiate ensure that there is collective ownership and responsibility of Pupil Premium Pupils and pupils are identified promptly and appropriate support put in place for all year groups.

Each Local Governing Board has a Link Governor responsible for Pupil Premium

In making decisions on the use of the Pupil Premium funding all schools will:

- Ensure there is a Pupil Premium Strategy and action plan which reflects the School Improvement Plan;

- Ensure the Pupil Premium Strategy is published on the website to meet statutory requirements;
- Ensure that the Pupil Premium funding allocated is used primarily for its intended purpose;
- Adapt evidence-based research on proven strategies which narrow the attainment gaps;
- Be transparent in the reporting of how the Pupil Premium funding is used;
- Encourage take up of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM;
- Recognise that eligibility and take up of FSM does not equate with 'low ability' and adapt interventions to suit individual needs;
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium;
- Use high quality teaching and learning as the main way to narrow the gaps in attainment in the first instance;
- Use the Pupil Premium for all year groups.

Pupil Premium Policies in the Collegiate schools

Senior leaders and governors will review and update the school's policy for Pupil Premium to include how the funding is spent and outline how the funding is targeted towards narrowing the gap for those pupils not on track to achieve national standards.

The policy will also include information on how the funding is used to target the more able Pupil Premium children to close the gaps in this area and a reference made to the Pupil Premium Strategy.

The policy will to be shared with all members of the school community via the website.

Ensure that the policy is put into practice and used consistently across the school.

Ensure the impact of Pupil Premium funding in relation to student progress and attainment for All Pupil Premium children is accurately reported to governors.

Support is in place for all school Principals, Pupil Premium Leaders and Pupil Premium Link Governors from the Newman Catholic Collegiate School Improvement Partner for the Development of the Pupil Premium Strategy and action plan and successful implementation. Staff and governor training is also in place.

PUPIL PREMIUM STRATEGY - HOW WE MEET THE NEEDS OF 'DISADVANTAGED' PUPILS.

A 3-year strategy for the provision for disadvantaged students at the Newman Catholic Collegiate schools is published on the schools' websites and is focused upon three strategic areas:

1. Quality Teaching and Curriculum Provision.

We will ensure that all disadvantaged students across the Collegiate receive high quality, challenging teaching which allows them to make better progress, raises their aspirations, draws on a strong evidence base, such as research from the Education Endowment Fund, and is effective in terms of both cost and impact.

We will have in place a curriculum which meets the needs, engages the interests and supports the aspirations of those disadvantaged students who have been identified as vulnerable so that they have the knowledge and cultural capital they need to succeed in life..

This includes:

- A relentless focus on fundamental literacy including oracy and numeracy skills including Catch-Up premium progress;
- Curriculum profiling to ensure that disadvantaged students are appropriately taught to ensure they gain Cultural Capital;
 - All teaching staff are aware of their disadvantaged students and adapt classroom strategies, resources and interventions where needed to ensure progress;
- Staff utilise available assessment information to adapt and tailor teaching for pupils in order to secure progress;
 - Improving the feedback regularly given to disadvantaged students;
 - Comparative work scrutinies of disadvantaged students with their peers to ensure progress;

- Close tracking of students' work by class teachers;
- Personalised support from teachers and support staff;
- Homework support programmes including the use of remote teaching;
- High expectations of disadvantaged students to be ready for learning;
- Ensuring that all disadvantaged students with specific learning needs are provided with the support, environment and resources which they need to make progress;
- Developing pupils' metacognition skills - planning, monitoring and evaluating their own learning.

2. Targeted Academic Support

- Development of Core Literacy and Numeracy Skills:
- Catch-Up Premium used to support identified students to address any identified gaps;
 - Catch-Up Premium used to support identified students at transition into secondary education;
- Structured interventions with high quality "One-to-one tuition" and "Small group tuition";
- Effective deployment of Teaching Assistants;
 - Reading interventions;
- Ensuring that all disadvantaged students with specific learning needs are provided with the support, environment and resources which they need to make progress.

3. Wider Approaches. Raising Aspirations -

We will enable all disadvantaged students to participate fully as engaged citizens in school life and access the additional opportunities on offer so that they can develop as learners and achieve their full potential.

Extra-curricular Participation

- Removing barriers limiting participation in educational visits;
- Challenging more able/ talented disadvantaged students with opportunities to enter competition;
- Profiling the current level of engagement in extra-curricular activities and incentivising further;
 - Financial support for individual students' talents or interests be they musical, sporting or other.

Welfare and Wellbeing.

We will provide the basic and additional care and support which enables students to engage purposefully with school life.

On a needs basis, this may include:

- Supporting pupils' social, emotional and behavioural needs – Planning carefully for adopting a Social and Emotional Learning curriculum;
- Priority attendance intervention;
- Breakfast clubs, for easier access to food and drink;
- Monitoring uptake of FSM to ensure that entitled students are using their money;
- Support for attendance initiatives with additional interventions targeted on need;
- Liaison with external agencies.

Behaviour and Emotional Development

Providing students facing significant challenges with access to individuals with expertise and time in environments that are safe and nurturing.

For example:

- Pastoral support programmes;
- Provision of medical needs and wellbeing through SEN;
- Liaison with external agencies such as Virtual School Heads and Social Services.

Parental and Community Engagement

Working to secure parental relationships with hard to reach families in settings where they feel happiest to engage.

For example:

- Transparent communication with parents of disadvantaged students on and off-site;
- Communications and parental information evenings;
- Family support worker;
- Monitoring of parents' evening attendance and follow up by Principals; • Supporting parents with pupils of different ages.

Responsibilities in school.

Specific responsibilities, which includes monitoring, evaluation and review of support provided.

Principal/ Pupil Premium Lead

- Write and publish the Pupil premium Strategy;
- Develop a Pupil Premium action plan;
- Ensure the Pupil Premium strategy reflects the School Development Plan;
- To provide termly progress of Pupil Premium pupils reports for LGB and directors;
 - Liaise with DSL about attendance and Looked after children with reference to LAC Pupil Premium;
 - Liaise with the Senior leader responsible for attendance who will work with designated staff to monitor attendance and evaluate against set targets on Pupil Premium Plan;
 - Provide appropriate support and guidance for staff when planning targets and support for Pupil Premium pupils;
 - Liaise with external partners and agencies, where necessary;
 - Monitor quality and impact of intervention, e.g. one- to - one support, mentoring etc.;
 - Complete the school development plan for Pupil Premium pupils, incorporating delegated funding and attendance targets;
 - Coordinate termly meetings (Pupil Progress Meetings) to monitor progress and support for disadvantaged pupils;
 - Lead termly meetings to promote progress for Pupil Premium pupils and service children;
 - To meet with Pupil Premium students and their families, where appropriate, and provide support and intervention.

Academy Manager

- Monitor delegation of funding for Pupil Premium, Catch Up Premium and LAC Pupil Premium;
 - Provide information on allocation for Pupil Premium funding via the school website and reports to directors;
 - In conjunction with the Principal, complete PP Action plan, incorporating delegated funding and attendance targets.

Class teachers

- Identify pupils in each class;
- Ensure teaching assistants are fully prepared to assess the progress and learning outcomes for all pupils, including those requiring extra support.

- Monitor closely the progress of Pupil Premium students.
- Take prompt action to inform senior leaders of any areas where a child's progress or performance may be directly- or adversely - affected by social or economic disadvantage. SEND Coordinator
- Monitor the implementation of identification of Pupil Premium students, who are also identified as having SEND, by class teachers;
- Ensure the monitoring of the progress of these students takes place by class teachers;
- Create and update of Intervention Plans to promote the progress of these students;
- Utilise any extra ring-fenced funds provided by the school to support SEND/Pupil Premium students and evaluate the use of such funds;
- Ensure that classroom support assistants are used to support the progress of these students as appropriate.

Directors

The designated link governors for Pupil Premium will act on behalf of the governors and Board of Directors to monitor and review the progress and impact of Pupil Premium funding. This will involve regular meetings with the Principal and Pupil Premium Lead to evaluate pupil plans and subsequent impact on progress and attainment; evaluating termly reports from senior leaders; participating in discussions with pupils, where appropriate, with a focus on learning and success of Pupil Premium pupils.