



ST. JOSEPH'S  
CATHOLIC COLLEGE

# **Pupil Premium Grant Policy 2014**

## **St. Joseph's Catholic College Pupil Premium Grant Policy**

### **Vision Statement**

*Our Catholic College seeks to be a community in which all are valued, where the life and the relationships of the College are permeated by Gospel values and in which the individual is seen as unique, with infinite potential for growth towards wholeness.*

*The College, in active partnership with home, parish and the wider community, endeavours to prepare all its members for a future in which they will be able to make a positive contribution and take up the challenge of their faith.*

### **Background to the Pupil Premium Grant**

The Pupil Premium Grant is given to schools by the Government for each student who is either in receipt of Free School Meals (FSM) or who has been in receipt of them in the past six years. This is allocated to schools for children from Reception to Year 11 and also includes those children who are in care or have parents in the Armed Forces.

Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external examinations. The aim of this money is to try to close that attainment gap so that all children have equal opportunities for a successful future.

### **Provision**

In order to ensure that the Pupil Premium Grant is used to its best capacity, the Governors at St. Joseph's are committed to directing the College to use the Grant to promote the best teaching and learning that is possible and that will "close the gaps" for the students who are eligible for this money to be used on their education.

As part of the additional provision that is made for students in vulnerable groups, Governors will ensure that the needs of socially deprived students will be adequately assessed and monitored through departmental meetings and through discussions between middle managers and the Senior Leadership Team about the best strategies to promote the education and progress of these students.

In making provision for socially disadvantaged students, the Governors of the College recognise that not all pupils 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. Therefore, they reserve the right to allocate the Pupil Premium Grant to support any student or groups of students that the College legitimately identifies as being socially disadvantaged.

### **The range of provision**

- Facilitating students' access to education.
- Facilitating students' access to the curriculum.
- Additional teaching and learning opportunities.
- Alternative support and intervention.

### **Reporting**

It is the responsibility of the Assistant Principal Strategic Leader Quality and Standards to report to the Governing Body on the spending of the Pupil Premium Grant and its impact upon the education and achievement of disadvantaged students. The report will cover:

- An outline of provision made during the academic year.
- Details of the progress made by disadvantaged students towards narrowing the gaps.
- An evaluation of the cost effectiveness of initiatives and interventions towards closing the gaps for disadvantaged students.

The Governors will also ensure that there is an annual statement available to parents and other bodies external to the College that outlines expenditure and progress made by Pupil Premium Grant students. This annual statement will be published on the College's website.

### **Success criteria**

- That there are effective systems in place to identify and monitor the progress of PPG students.
- That there is a cohesive, whole College approach to working with disadvantaged students.
- That the gaps between Pupil Premium Grant students and non PPG students will narrow and close, with each year improving on the previous year.
- Socially disadvantaged students will be able to access the full range offered by the curriculum that provides parity with more advantaged students.
- Interventions and initiatives are offered at the most appropriate points for students.
- That parents are supported in helping their children enjoy the best education that can be offered.
- That students make successful transitions between Key Stages.
- That there is a beneficial atmosphere for all members of the College community, where all are valued for their contributions and all have equal opportunities.

### **Evaluation**

The aim of evaluation of the Pupil Premium Grant is to ascertain the effectiveness of spending the Grant on the progress of Pupil Premium students.

- Student progress is analysed at the end of Terms 1 – 6 in each academic year, using 4Matrix. Pupil Premium Grant students are evaluated and compared against non-Pupil Premium Grant students to ascertain how the

gap is closed. This is reported for Mathematics, English Language and as an average point score across all subjects.

- Student progress is also analysed and evaluated at departmental and subject level to ensure that Pupil Premium Grant students are making progress towards closing the gap with the progress of non-Pupil Premium Grant students.
- These termly evaluations are used to inform the spending of Pupil Premium funding, in order to meet the needs of students.

## Pupil Premium Grant: roles and responsibilities for “closing the gap”

Teacher	Associate Leader	Asst. Prin. KS3 Curriculum	Asst. Prin. KS4/5 Curriculum	Asst. Prin. Quality Assurance	Asst. Prin. Behaviour	Director of Finance	Principal
<ul style="list-style-type: none"> <li>• To identify PPG students in classes.</li> <li>• Note end of KS2 starting point for PPG students and project the achievement staging posts for Years 7 – 11.</li> <li>• Ensure that students know their starting points and staged targets for the year.</li> <li>• Track the progress of PPG students:               <ul style="list-style-type: none"> <li>○ HTIs</li> <li>○ Follow up of HTI</li> </ul> </li> <li>• Diagnose what extra help PPG students require:               <ul style="list-style-type: none"> <li>○ Academic</li> <li>○ Equipment</li> <li>○ Organisational</li> </ul> </li> <li>• Notify Assoc. Lead. of any equipment needs.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify PPG students across year groups.</li> <li>• Note APS KS2 starting point and project the achievement staging posts for Years 7 – 11.</li> <li>• Check during learning walks/observations that students know starting points and staged targets for the year.</li> <li>• Check during work scrutiny that PPG students have suitable HTI and these are acted upon.</li> <li>• To lead the adjustment of SoW to meet PPG needs, whether anticipated or unanticipated.</li> <li>• Take account of PPG needs when preparing budget requests/projections.</li> <li>• Actively seeks ways of meeting PPG needs in subject area.</li> <li>• Notify Asst. Prin KS3/KS4/KS5 Curriculum of any needs for PPG students.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify PPG students in KS3 and monitor progress across all subjects, using APS scores that are calculated in departments.</li> <li>• Identify PPG students who require extra help with literacy and numeracy.</li> <li>• Source interventions (internal or external) that will close the gap with literacy and numeracy.</li> <li>• Analyse the performance of PPG students during progression through KS3.</li> <li>• Analyse PPG students in terms of subset (e.g. EAL, SEN, etc.).</li> <li>• To actively promote PPG amongst the parental community of the College.</li> <li>• Oversee identification of Year 7 Catch Up students.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify PPG students in KS4/5 and monitor progress across all subjects, using APS scores that are calculated in departments.</li> <li>• Identify PPG students who require extra help with literacy and numeracy.</li> <li>• Source interventions (internal or external) that will close the gap with literacy and numeracy.</li> <li>• Analyse the performance of PPG students during progression through KS4/KS5.</li> <li>• Analyse PPG students in terms of subset (e.g. EAL, SEN, etc.).</li> <li>• To actively promote PPG amongst the parental community of the College.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify PPG students and categorise into degrees of progress.</li> <li>• To create pupil pursuit of underachieving/overachieving to diagnose and identify areas of good practice.</li> <li>• To collate all impacts for PPG cohort (and its subsets) to evaluate success of initiatives and strategies.</li> <li>• To report to Governors and other interested agencies on PPGG and its impacts.</li> </ul>	<ul style="list-style-type: none"> <li>• To coordinate the process to identify “disadvantaged” students who do not claim PPGG.</li> <li>• To collate the behaviour impacts of PPG initiatives and strategies.</li> <li>• To collate the impact of the work of Student Managers on PPG students.</li> <li>• To collate the impact of the work of the Attendance Officer on PPG students.</li> <li>• To collate the impact of the work of the Parent Liaison Officer on PPG students.</li> <li>• To collate information on the work and impact of Tier 2 Services</li> <li>• To oversee the administration and dissemination of PASS data.</li> <li>• To oversee the collation of Student Voice responses that prove impact.</li> </ul>	<ul style="list-style-type: none"> <li>• To oversee the financial record keeping and monitoring of PPGG.</li> <li>• To oversee the accurate records of PPGG, CLA and Services students.</li> <li>• To be responsible for the audit trial for PPG Funding.</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that a Governor with responsibility for PPG is appointed.</li> <li>• To monitor liaison between the designated Governor and SLT.</li> <li>• To monitor that reporting on PPG to Parents and Governors meets statutory requirements.</li> </ul>