



HOLY TRINITY

A learning community providing Catholic and Church of England education for all

Pupil Premium Policy

Policy Statement

In line with our mission statement we seek to create an inclusive and supportive learning community, based on Gospel values, that nurtures each individual in order that they reach their full potential.

We will seek to support the maximum number of students by implementing strategies that are cost effective and will lead to good outcomes.

Purpose

To close gaps in attainment and progress between disadvantaged pupils and their peers.

Disadvantaged pupils are:

- Pupils registered for free school meals at any point in the last 6 years
- Pupils who have been looked after for 1 day or more
- Pupils who have been adopted from care since 31st December 2005
- Pupils who have left care under a special guardianship order or a residence order
- Pupils who have parents in the armed forces

Aims

With the aid of pupil premium funding:

- To enable pupils who attract the pupil premium grant to overcome barriers to learning and to progress in line with all pupils nationally
- To focus particularly on closing gaps in reading, writing and numeracy as these skills will help pupils to reach their potential across the curriculum
- To deliver an inclusive education for all pupils
- To enable all pupils, regardless of personal circumstances to benefit from enrichment activities
- To raise pupils' self-esteem and encourage them to aspire
- To maintain high levels of attendance
- To ensure that all pupils benefit from the aims of this policy. The Governors recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. As such, we reserve the right to allocate the Pupil Premium funding to support any pupil or group of pupils the school has legitimately identified as being socially disadvantaged.

The Governing Body and School Leaders will consider and review the measures being taken to minimise the potential for any stigma associated with registering for free school meals. We will encourage parents to take up free school meals if they are eligible

Key Questions to ensure that pupil premium funding is used effectively

- How can we catch pupils early if they have gaps in key skills?
- How can we identify the individual needs and the best strategies to close the gaps?
- How do we support pupil premium pupils and also support other pupils in need?
- How can we ensure that teachers are fully aware of pupil premium pupils in their groups and that they seek strategies to meet their needs? (Differentiation before interventions which are aimed at compensating when pupils have already fallen behind)
- What do we want to achieve from each intervention?
- How will the intervention lead us to our overall aim of closing the gap in literacy, numeracy and social development?

- Who are the best members of staff to deliver the intervention to ensure maximum impact? And how do we ensure that they are well trained and aware of their responsibility?
- How will we evaluate the impact of the intervention?
- How can we ensure that we adjust our strategy if monitoring shows that strategies are not effective enough?
- Which are the most appropriate strategies to ensure that the attendance of pupil premium pupils is at least as good as that of their peers?
- How do plans for pupil premium pupils fit in with other school priorities as identified in the school development plan?
- How do we work effectively with governors to ensure maximum effectiveness? Which governor?

Key strategies (including strategies from The Sutton Trust Toolkit)

- Data tracking which identifies gaps and leads to early intervention
- High profile of pupil premium pupils as part of data analysis
- Effective feedback by all teachers, giving clear guidance on how pupils can improve their work
- Effective teaching and learning that focuses on independent learning, the development of thinking skills, good use of AfL techniques including metacognition strategies and peer assisted learning
- Strong careers information, advice and guidance
- Literacy and numeracy support with interventions introduced if required. These may include one to one or small group out of hours tuition, breakfast club etc.
- Targeted support as identified by individual teachers. This could include bids for funding.
- Access to a full range of educational experiences
- Good attendance supported by relevant staff including EWO, parent support workers, learning mentors and behaviour support staff
- Focus on homework that deepens understanding, receives good feedback and links to lessons. This is supported by good facilities for supported self-study, available out of lessons with ICT and staffing support
- Strategies to involve parents.
- Funding good quality support from teaching staff and TAs strengthened by relevant training where required.
- A personalised response to the needs of individual students which may require a "different" approach to their timetable and / or provision for a vocational curriculum at KS4.

Reporting

We will produce a termly report for the Governor's Curriculum Committee and finance Committee outlining:

- the progress made towards narrowing gaps for socially disadvantaged pupils
- the provision made during the term since the last meeting
- an evaluation of the impact of strategies implemented

We will report to parents via the school website:

- how pupil premium funding has been used; and
- what impact funding has had on pupil progress, learning and attainment, attendance and wellbeing

Review of this Policy

This policy will be reviewed by Governors and SLT on an annual basis