Kent Catholic Schools' Partnership

'Academies in Christ'
Part of the Archdiocese of Southwark

Pupil Premium Policy

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Author:	Policy & Projects Mgr	Owner:	Executive Directors of Education
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1. Introduction

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM'). The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The Pupil Premium also provides funding for children and young people who have been looked after for 1 day or more, been adopted from care on, or after, 30th December 2005 or left care under a special guardianship order or a residence order.

The Pupil Premium also provides funds for the children of service personnel, known as a Service Premium.

2. Aims of the Pupil Premium Policy

This policy outlines how the Trust will ensure that the Pupil Premium allocated to our schools has an impact on narrowing the attainment gaps which currently exist between our disadvantaged pupils and their peers.

As a Catholic Trust in receipt of Pupil Premium funding, the Trust is accountable to parents, school communities and parishes for how this additional resource is used to narrow the achievement gaps of our pupils. New measures have been included in the performance tables published annually at a national level. They capture the achievement of disadvantaged pupils who are covered by the Pupil Premium.

As an accountable Trust, we are aware that under The School Information (England) (Amendment) Regulations 2012, Schedule 4 there is specified information which has to be to be published on each school's website in relation to the Pupil Premium Grant which is paid by the local authority under section 14 of the Education Act 2002.

Section 9 of this regulation requires schools to publish:

- the amount of the school's allocation that came from the Pupil Premium grant in respect of the current academic year;
- details of how it is intended that the allocation will be spent;
- details of how the previous academic year's allocation was spent, and;
- the impact of this expenditure on the educational attainment of those pupils at the academy in respect of whom grant funding was allocated.

In addition, as part of the pupil premium allocations and conditions of grant for 2022 to 2023, schools are now required to:

- demonstrate , how their spending decisions are informed by research evidence (condition 7)
- use the DfE strategy statement templates to publish their pupil premium strategy (condition 8) which can be downloaded here: https://www.gov.uk/guidance/pupil-premium-strategy-statements#template
- ensure that their use of pupil premium aligns with the DfE's 'menu of approaches', in that they:
    - support the quality of teaching, such as staff professional development;
    - provide targeted academic support, such as tutoring; and
    - tackle non-academic barriers to academic success, such as attendance, behaviour and social and emotional support.

Through this policy we shall ensure the above information is published on each school's website, and publish an overall summary on our Trust website. In meeting this requirement we will observe our continuing responsibilities under the Data Protection Act 2018, so that individuals or groups of individuals, including children funded through the Service Premium, will not be identified.

3. How we will make decisions regarding the use of the Pupil Premium

To ensure that pupil premium is focused on effective approaches to raising the educational attainment of disadvantaged pupils, schools must use their pupil premium in line with the 'menu of approaches' set by the Department for Education.

The Trust is accountable for the use of this additional funding and has published a three year strategy to improve outcomes for those pupils in receipt of the pupil premium. In making decisions on the use of the Pupil Premium we will:

- Ensure that Pupil Premium funding allocated to our Trust is used for its intended purpose and in line with the 'menu of approaches'.
- Ensure Trust schools take account of evidence which suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas:
  - Teaching
  - Academic support
  - Wider approaches

  but focusing on teaching quality - investing in learning and development for teachers.
- Ensure schools read and take account of the Education Endowment Foundation's (EEF) pupil premium guide about the tiered approach to spending.
- Use the latest evidence-based research, and share current good practice across the Trust, on proven strategies which work to narrow the attainment gaps and adapt these as necessary to meet the needs of our pupils.
- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- 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. In doing so, we also recognise the vital role that parents, carers and parishes play in the lives of their children.
- Be mindful of the fact that eligibility and take up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium.
- Recognise the fact that pupils eligible for FSM are not an homogeneous group and cover a wide range of needs. As such the strategies we use to raise attainment will take these groups, and individual needs, fully into account.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment in the first instance, whilst also recognising the importance of developing the whole child through identifying and intervening with their social, emotional, psychological and spiritual development where necessary.
- Use the Pupil Premium for all year groups not just those taking tests or examinations during, or at the end of, the year.

4. Roles and Responsibilities

We expect **all members of our Catholic Trust community**, particularly Directors, staff, governance committee members, volunteers and parish priests to:

- be committed to raising standards and narrowing the attainment gaps for our pupils.
- maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- promote an inclusive and collaborative ethos, consistent with our shared commitment to Gospel Values, which enables pupils with disadvantaged backgrounds to thrive along with their peers.

The Executive Principals, Headteachers and Senior Leadership Teams will:

- implement this policy on a day-to-day basis and review pupil progress on a regular basis (at least six-weekly)
- ensure that all staff are aware of their responsibilities in narrowing the gaps

- ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupils' progress and attainment.
- identify a Pupil Premium representative in each school who will be the named lead professional for Pupil Premium.
- report to their Governance Committee at regular intervals during the academic year
- publish an annual statement on the school's website on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in their school and the impact this has had, in line with The School Information (England) (Amendment) Regulations 2012, Schedule 4, Section 9.

The Lead Governance Committee Member and Governance Committee will:

- ensure that each school complies with legislation and that this Policy, along with its specific stated actions for narrowing the gaps are implemented
- monitor and review the implementation of this Policy
- take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data when monitoring and evaluating the impact of each school's work in relation to Pupil Premium
- ensure an annual statement is published on the school's website on how the Pupil Premium funding has been used to address the issue of narrowing the gaps in their school and the impact this has had, in line with The School Information (England) (Amendment) Regulations 2012, Schedule 4, Section 9.

Teaching and support staff will:

- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support groups of pupils with socially disadvantaged backgrounds in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- keep up-to-date with teaching and learning support strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement.

The Trust Board will:

- require specific profile data from each school annually for inclusion in an annual report on the Trust's overall position for consideration by the Trust Board
- provide opportunities for staff and members of Governance Committee to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of pupils and narrow the gaps
- review this policy annually.

The Education Standards Committee will:

- receive reports on the effectiveness and the impact of pupil premium funding across the Trust at each Committee meeting
- hold to account KCSP's School Improvement team, Executive Principals and Headteachers for effective and timely analysis of evidence detailing the impact of pupil premium funding on pupil outcomes.

5. Monitoring and Reviewing this Policy

The impact of the Trust's Pupil Premium Strategy will be considered by the Trust's Board of Directors and the Education Standards Committee at regular intervals during the school year to ensure it is having the intended impact in narrowing the gaps. This will allow adjustments to be made if particular strategies are not working well, rather than leaving things to the end of the year.

The approach of schools and the Trust to narrowing the progress and attainment gaps experienced by pupils with disadvantaged backgrounds will be reviewed annually. This will be to check the impact of approaches being taken and, as necessary, to agree amendments to the Pupil Premium Policy. It will also take into consideration any changes to funding that become available under the Pupil Premium Grant.

As a Catholic Trust, we recognise the importance of context and will evaluate new strategies as robustly as possible to ensure that the approaches we are taking or endorsing have the desired effect. In order to do this effectively we will, where relevant, undertake evaluations of the strategies we are using.